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ABSTRACT

This curriculum guide is designed to provide advisors with ways to manage technology student activities within their American Industrial Arts Student Association/Technology Student Association (AIASA/TSA) program. Section 1 focuses on how to organize a local AIASA/TSA chapter. It covers organizing procedures organizational meetings, chapter officer duties and responsibilities, advisor responsibilities, chapter opening and closing ceremonies, and telecommunication. Section 2 describes the in-class meeting that can be set up using a leadership model. All procedures necessary for a routine for the students to begin the class day are detailed. Section 3 tells how to integrate AIASA/TSA into the curriculum. A chart shows the activities and the technology area that they help to teach. A sample lesson plan with activities is provided. Section 4 describes the program of work that should guide the chapter's work. It discusses how to plan the program, plan chapter activities, and suggests a calendar of events. Section 5 addresses publicity and public relations. Topics include creating a technology image, organizing a public relations program, and types of promotional activities. Sample activities from a year-long public relations program are provided. Section 6 contains information on conferences and competitive events. Appendixes provide material on AIASA and sources of supplies and materials. (YLB)

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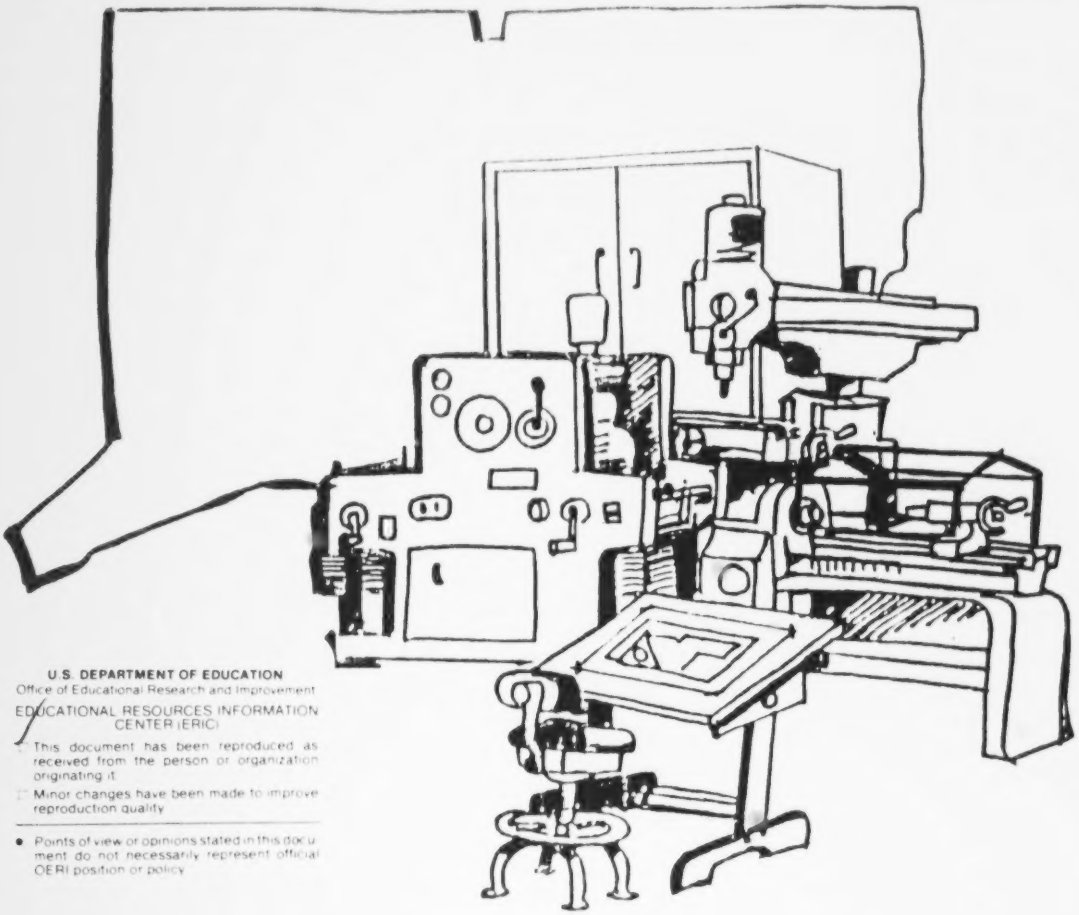

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Technology Education Curriculum Guide

Connecticut State Department of Education
Division of Vocational, Technical, and Adult Education

CT-AIASA (TSA)

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TECHNOLOGY CURRICULUM GUIDE

FOR

CONNECTICUT-AIASA/TSA

Prepared for

Connecticut State Department of Education
Division of Vocational, Technical and Adult Education
Bureau of Vocational Services
Middletown, CT

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All opinions expressed reflect the views of the authors and are not
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June 1988

TECHNOLOGY CURRICULUM GUIDE

FOR

CONNECTICUT AIASA (TSA)

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INTRODUCTION

The American Industrial Arts Student Association (AIASA/TSA) has been around since 1965 in a formal sense. AIASA/TSA developed out of a need by teachers to enhance their curricula and provide more opportunities for their students to learn about our technical world. Technology students have always sought ways to gain extra lab experience, whether after school, before school or during study halls. This AIASA/TSA Curriculum Guide is designed to provide new and experienced advisors with a variety of ways to manage technology student activities within their program. Not all the answers can be found here nor will all ideas work in all situations. By using AIASA/TSA, advisors will enhance their program and develop better student/teacher rapport. Their students will have more opportunities to experience leadership, to broaden their knowledge and will come out better prepared to live in a technical world.

AIASA/TSA will benefit the Technology Program by providing both a positive public relations vehicle and a competitive events structure that will help to improve instructional and student motivation.

Each AIASA/TSA chapter has a unique situation, problem and experience in each different school and community that will help to determine the kinds of activities that a particular AIASA/TSA program will be able to carry out. There is no master or ideal program. Find a set of activities that fits your program. The instructional method used by advisors will help broaden the technologies students are exposed to. The activities are designed as an integral part of a curriculum. Some technology activities can and will take place after school or during non-class time. The extent of these activities depends on the experience, curriculum and motivation of the advisor and student.

AIASA/TSA (known now as Technology Student Association) provides a democratic method for students to gain leadership skills and apply those skills in a classroom/lab setting. Using the Technology Student Association model, a classroom president starts the class, the vice-president collects homework, the secretary takes attendance and reviews the lesson from the day before, the reporter tells of upcoming activities, the treasurer collects fees and the sergeant-at-arms reviews the personal (clean-up) system.

This process is done efficiently, takes two to three minutes and is well within the normal class start-up time. Using the AIASA/TSA in class gives students the opportunity to use reasoning skills, make democratic decisions, find solutions to problems and express creative ideas all within the framework of a technology program.

It is impossible to include all the material about CT-AIASA/TSA and National TSA. As a committee we felt the materials we included to be important, in the appendix is a further list of excellent sources of additional materials. Please contact the State Advisor for additional materials. Any suggestions on improving this guide can be sent to the State AIASA Advisor at the State Department of Education.

It is our hope that by using this guide, your students and you will enjoy a greater degree of learning in a technical world.

SECTION I

HOW TO ORGANIZE A LOCAL AIASA/TSA CHAPTER

Many factors go into the making of a strong local chapter of AIASA/TSA. Among these are an alert and vigorous membership, an interested instructor/advisor, a good working team of chapter officers, and the cooperation of the school administration. However, the most important factors are the teamwork and interest of the members, and their determination to make their chapter outstanding.

An essential element necessary to organize a chapter, to keep members informed, and to conduct the affairs of the chapter, is the chapter meeting. Chapter meetings may be scheduled during the regular class time once or twice a month or, as necessary, during the evening, after school, or at any time convenient to the majority. Often committee meetings can eliminate the need for many chapter meetings.

ESTABLISHING A AIASA/TSA CHAPTER

Procedure for Organizing a Chapter

1. If you need assistance contact another chapter or advisor for help in starting your chapter. For additional assistance contact the AIASA/TSA State Advisor.

2. Interest your school administrators in the value of organizing an AIASA/TSA chapter and become knowledgeable about school policies relative to student organizations.

3. Call a meeting of selected students to discuss the possibilities of forming an AIASA/TSA chapter and to explain how the student personnel system will be used in each class. (See Technology Student Lesson Plan, Page 31).

4. Announce to all eligible students and technology classes that a general meeting for the purpose of forming a school chapter will be held on (month), (day), and (time). After explaining what the AIASA/TSA program strives to achieve, appoint a constitution and nominations committee.

5. Using the state and national constitution and bylaws as a guide, develop a local constitution and bylaws to be approved by the membership.

6. Contact AIASA/TSA state and national advisors; state and national elected officers; and the AIASA National Office for additional information and assistance. In addition, determine proper affiliation procedure with the state and national organizations.

7. Announce to all eligible students and technology classes that a meeting will be held for the purpose of electing the following officers: president, vice president, secretary, treasurer, reporter, and sergeant-at-arms.

8. Instruct officers of their responsibilities.

9. Plan a program of activities for the year. The program should be well balanced among (1) leadership development, (2) industrial/community resources, (3) school/community service, (4) product/service enterprise, and (5) achievement recognition.

10. Have the President appoint chairpersons for committees to carry out the program of activities.

11. Affiliate with the state and national organization by sending the following to AIASA/TSA Fiscal Agent, C/O 25 Industrial Park Road, Middletown, CT 06457:

    1. Membership Application

    2. Chapter Constitution

    3. Annual Dues for Each Member

12. After charter is received, invite another chapter to conduct a charter ceremony or installation of chapter officers. Plan a special meeting to carry out this activity. The AIASA/TSA State Advisor or state officers may provide this service and can show slides or videos of past state and local activities.

GETTING STARTED WITH ORGANIZATIONAL MEETINGS

Most of the essentials are already at hand for an instructor/advisor and prospective members to form an AIASA/TSA chapter. How the first four chapter meetings are conducted can help to get the group get off on the right foot. Some suggestions follow:

FIRST MEETING

A. EXPLAIN TO THE STUDENTS THE BENEFITS AND GOALS OF AIASA/TSA AND HOW THEY RELATE TO THE STUDENT.

   1. AIASA/TSA provides the means by which the student can:

      a. Learn leadership and responsibility.

      b. Meet with business/industry people on a professional level.

      c. Learn more about the industrial-technical society in which we live.

      d. Become acquainted with career alternatives.

      e. Focus attention on individual and chapter accomplishments.

B. DISCUSS THE HISTORY AND DEVELOPMENT OF AIASA/TSA.

   1. Size of AIASA/TSA.

   2. Scope of AIASA/TSA.

   3. Facts about AIASA/TSA.

   4. AIASA/TSA's Purposes and Goals.

C. ALLOW STUDENTS TO REACT AND ASK QUESTIONS DEALING WITH AIASA/TSA

   1. Membership?

   2. Dues?

   3. Why Join?

   4. National AIASA/TSA?

D. A STUDENT COMMITTEE SHOULD BE FORMED TO:

1. Research school procedures for establishing a student organization.

2. Develop a constitution and bylaws and get them ready for approval.

E. SERVE REFRESHMENTS

SECOND MEETING

A. DISCUSS THE CHARACTERISTICS OF A GOOD AIASA/TSA MEMBER.

B. COLLECT, OR AT LEAST GET A FIRM COMMITMENT FOR THE COLLECTING OF ALL DUES.

C. DISCUSS THE CHARACTERISTICS OF A GOOD OFFICER.

D. DISCUSS THE DUTIES AND RESPONSIBILITIES OF EACH OFFICER. (See Pages 10-15)

E. SET UP PROCEDURES FOR OFFICER ELECTIONS.

F. DESIGN AND ADOPT A CHAPTER CONSTITUTION.

G. PASS OUT CHAPTER OFFICER CANDIDATE FORM.

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

CHAPTER OFFICER CANDIDATE FORM SCHOOL _____ CHAPTER NUMBER ____

Name _____ Phone _____ Grade ____

Address

_____

Candidate for the following Office (check one only)

____ President ____ Vice President ____ Secretary

____ Reporter ____ Sergeant-at-Arms ____ Treasurer

Nominee: "I am a member of the Connecticut Association of the American Industrial Arts Student Association for the 19__-19__ school year. I have read the duties and responsibilities of the office. I will carry out my duties to the best of my ability. I will attend the State Conference in April and will make every effort to attend the National Conference in June."

_____ _____

Signature of Candidate Signature of Parent or Guardian

Have you had any experience in:

Public Speaking . . . Yes ___ No ___ Writing News Stories . . . Yes ___ No ___

Committee Work . . . .Yes ___ No ___ Parliamentary Procedures . Yes ___ No ___

How do you feel you could benefit the _____ School AIASA/TSA Chapter?

List any accomplishments in other organizations (school as well as other groups).

You must obtain ten (10) signatures of Chapter members.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

THIRD MEETING

A. ELECTION OF OFFICERS

1. Allow nominations from the floor for the positions of President, Vice President, Secretary, Treasurer, Reporter, Sergeant-at-Arms.

2. Provide members with the opportunity to question candidates.

3. Vote and count ballots.

4. Announce outcome of elections.

5. Hear acceptance speeches.

B. SUBMIT APPLICATION FOR CHARTER TO THE STATE ADVISOR. (Include a copy of your constitution.)

C. COLLECT DUES.

D. SEND YOUR MEMBERSHIP ROSTER AND DUES TO YOUR STATE FISCAL AGENT, C/O 25 INDUSTRIAL PARK ROAD, MIDDLETOWN, CT 06457.

E. HAVE REFRESHMENTS

AFTER THIRD MEETING

HOLD AN EXECUTIVE COMMITTEE MEETING OF ELECTED OFFICERS.

A. INSTRUCT OFFICERS OF THEIR DUTIES AND AREAS OF RESPONSIBILITY.

B. EXECUTIVE COMMITTEE PLANS THE DEVELOPMENT AND GOALS OF THE CHAPTER.

1. A Work Program is selected for the chapter (what they want to do).

2. A Chapter Budget is worked out for the year.

3. Committees and chairpeople are approved to carry out the program of work. All members should serve on one committee. (These committee chairs are subject to membership approval.) Committee chairs also become a part of the Executive Council. Get your members involved - involved members are active members.

C. BECOME ACQUAINTED WITH:

1. Proper procedure.

2. Conduct of meetings.

FOURTH MEETING

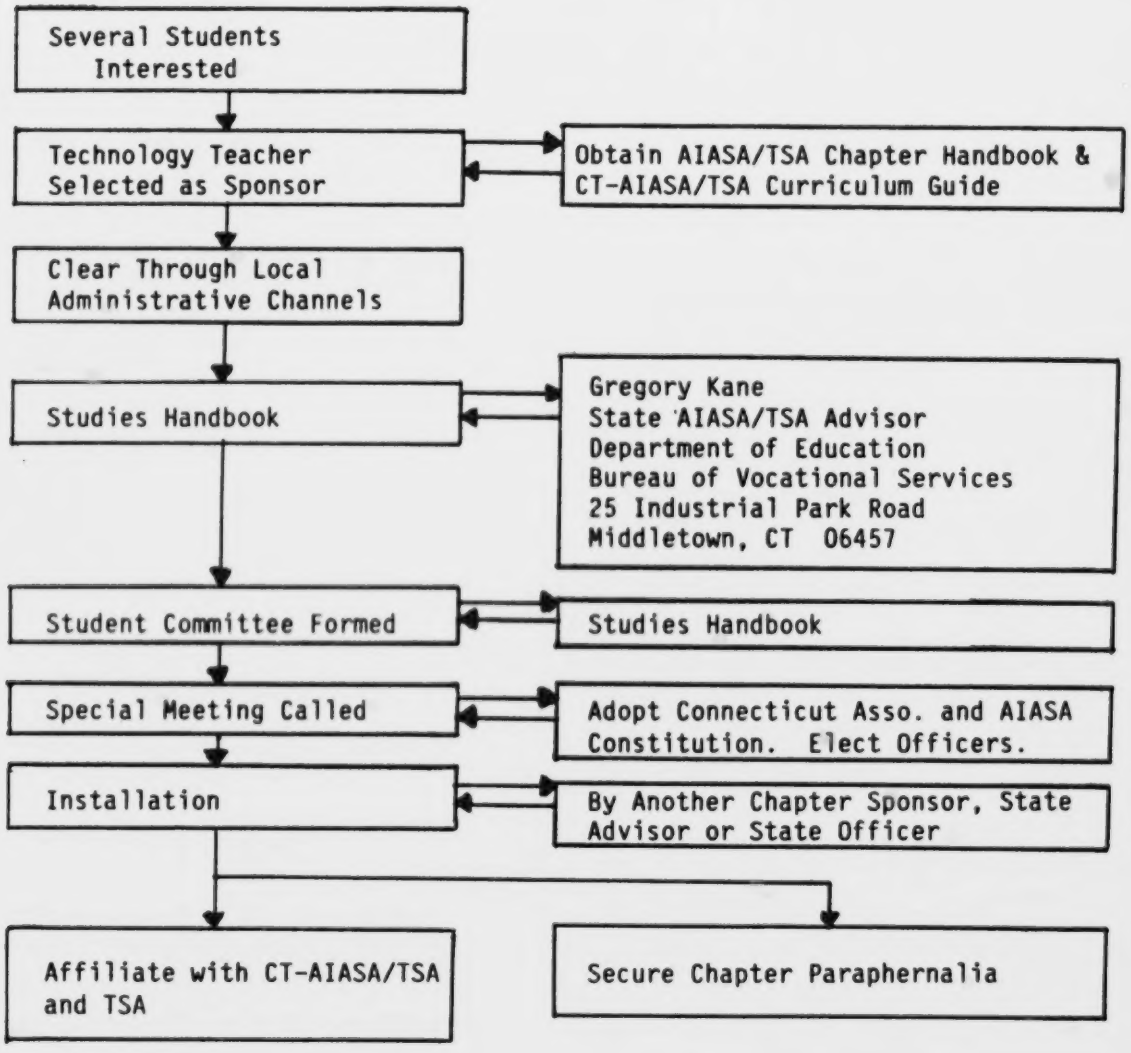
A. APPROVE PROCESS OF NOMINATED COMMITTEE CHAIRPEOPLE.

B. NEW COMMITTEE AND OFFICERS PRESENT PROGRAM OF WORK AND A BUDGET TO THE MEMBERSHIP FOR APPROVAL.

C. DECIDE ON A TIME FOR REGULAR CHAPTER MEETINGS.

D. CONDUCT REGULAR ORDER OF BUSINESS.

FLOW CHART FOR CONNECTICUT ASSOCIATION OF AIASA/TSA


Several Students Interested
Technology Teacher Selected as Sponsor
Obtain AIASA/TSA Chapter Handbook & CT-AIASA/TSA Curriculum Guide
Clear Through Local Administrative Channels
Studies Handbook
Gregory Kane
State AIASA/TSA Advisor
Department of Education
Bureau of Vocational Services
25 Industrial Park Road
Middletown, CT 06457
Student Committee Formed
Studies Handbook
Special Meeting Called
Adopt Connecticut Asso. and AIASA Constitution. Elect Officers.
Installation
By Another Chapter Sponsor, State Advisor or State Officer
Affiliate with CT-AIASA/TSA and TSA
Secure Chapter Paraphernalia

Technology Student Association

MEMBERSHIP AFFILIATION FORM

IMPORTANT: IN ORDER TO CORRECTLY PROCESS YOUR CHAPTER INFORMATION, THE NATIONAL OFFICE NEEDS ALL THE INFORMATION REQUESTED BELOW.

1) TYPE OR PRINT CLEARLY.
2) SEND COMPLETED FORM AND TOTAL AMOUNT DUE TO YOUR STATE ADVISOR

3) PLEASE MAKE A COPY OF YOUR COMPLETED FORM FOR YOUR CHAPTER RECORDS.

CHAPTER DATA Date _____

School _____ HS JR MDL ELEM OTHER (circle one)

Address _____

City _____ State _____ Zip Code _____

Advisors 1)_____ 2)_____

Planning Time _____ Grades _____

School Phone (____) _____ Home Phone (____) _____

School Division _____

ROSTER 1) LIST NAMES OF ALL MEMBERS BELOW, INCLUDING ALL CAP MEMBERS.
2) LIST EXTRA NAMES ON A SEPARATE SHEET.

1. Pres._____	11. _____	21. _____
2. V- Pres._____	12. _____	22. _____
3. Secy. _____	13. _____	23. _____
4.Treas._____	14. _____	24. _____
5.Rpt. _____	15. _____	25. _____
6. S-A-A._____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

PROGRAM AND DUES
1) SELECT ONLY ONE MEMBERSHIP PROGRAM, INDIVIDUAL OR CAP
2) CONTACT YOUR STATE ADVISOR FOR STATE DUES INFORMATION*
3) CALCULATE TOTAL AMOUNT DUE
4) SEND COMPLETED FORM AND TOTAL AMOUNT DUE TO YOUR STATE ADVISOR

Individual Program (Each member receives newsletter)
$1.50 + $4.00 = $5.50 TOTAL DUES PER MEMBER
(STATE DUES)* (NATIONAL DUES)
X_____ NUMBER OF MEMBERS
$_____ SUBTOTAL

Chapter Affiliation Program (CAP) (Unlimited Membership; Chapter receives 30 newsletters)
$150.00 NATIONAL CAP DUES
+ 50.00 STATE DUES FOR CAP*
$200.00 SUBTOTAL

New Competitive Events Guidelines _____ X $10.00 = $_____
(NUMBER OF COPIES) (COST PER COPY) SUBTOTAL

Advisor's Professional Membership (optional)
_____ X $10.00 = $_____
(NUMBER OF ADVISORS) SUBTOTAL

Please send me information about: ___International Technology Education Association (ITEA)
___American Vocational Association/Industrial Arts (AVA/ IAD)

TOTAL AMOUNT DUE
$_____

STATE ADVISORS: 1) RETAIN STATE DUES, REMIT REMAINDER TO NATIONAL OFFICE.
2) NATIONAL DEADLINE FOR FULL MEMBERSHIP SERVICES IS NOV. 30, 1988.

ELECTING CHAPTER OFFICERS

It is important for the growth of each chapter to have a well-qualified and dedicated group of officers. With capable officers, the business of the chapter will be conducted in a prompt and proper parliamentary fashion. This will insure an effective program of work which assures: (1) that all members' rights will be maintained, (2) records and minutes will be up to date and complete, (3) good publicity will be forthcoming, (4) members will grow professionally.

The membership should be careful in electing officers. It is a mistake to look only for the most popular members to elect. Qualifications for the position to which the individual will be elected and the dependability of that person should be of prime consideration. The officers you elect will be the "viewing glass" of your chapter and should reflect the professional attitude of your chapter.

The officers you elect may not be familiar with all the responsibilities and duties of their office at the time of election. Yet everyone should have, by now, formulated a rough idea of what is expected. Be sure the person you choose is willing to work hard to prepare to perform the duties of the office once elected. An officer should be able to communicate ideas and feelings to the members and committees. An officer should be aware of the need for a fair democratic process and protect it. A leader should respect the rights, dignity, and ability of each member. Most of all, a leader should be able to lead effectively.

CHAPTER OFFICER DUTIES AND RESPONSIBILITIES

All officers have some duties and responsibilities in common. Officers should:

1. Be familiar with the chapter constitution and bylaws.
2. Be familiar with the annual program of work.
3. Be aware of the work and progress in the respective committees.
4. Be able to accept responsibility, work well with other members, and provide leadership to the group.
5. Know their parts in meetings, ceremonies, dinners, etc.
6. Be familiar with parliamentary procedure.

The following is a list of officers and their duties. Your individual chapter may not see a need for certain officers or may need more. It is suggested that each chapter have at least a President, Vice President, Secretary, Treasurer, Reporter, and Sergeant-at-Arms.

The President

The President presides over and conducts all meetings in accordance with parliamentary procedure; keeps the members and the discussion to the subject at hand and within time limits; appoints committee chairs and serves on committees as an ex-officio member; represents the chapter at special school events and at out-of school functions; coordinates the activities of the chapter by keeping in touch with the other officers, the membership, and the advisor; and keeps himself/herself informed to insure that the chapter is moving according to the chapter's program of work.

The Presiding Officer should:

1. Begin the meeting on time and proceed in a pattern established by the order of business. (Members will be there if they know that the meeting will begin at a specified time.)

2. Be sure a quorum is present before the business portion of the meeting is begun.

3. Always keep the meeting under control. Limit debate on the part of any one individual to specified times or turns (ample, but not excessive, times should be allowed for debate).

4. Use of the gavel is at the discretion of the presiding officer.

5. Conduct the meeting in accordance with parliamentary procedure.

6. Appoint a parliamentarian at each meeting.

7. Refer to himself/herself as "the Chair".

8. Be impartial at all times.

9. Stand while presenting business or directing the assembly in action. (It is permissible to sit while business is being transacted or matters are under discussion on the floor.)

10. Turn over the chair to the Vice President or other designated member when he/she wants to enter into debate. Information, but not opinions, may be given from the chair. If the presiding officer wants to make or discuss a motion personally, he/she must leave the chair and do so from the floor.

11. Allow a member to suspend the regular order of business ONLY by a formal motion which must be carried by a two-thirds vote.

12. Recognize any member who wishes to speak, within allowed time limits for debate.

13. Not permit discussion of a motion until it is seconded, and stated by the chair.

14. Be seated when you have granted the floor to a member, and remain seated while the member discusses the question.

15. State motions clearly, and before taking a vote be sure that all understand the question.

16. Announce the result of the vote. First, state the motion ". . . ." and then, "the motion carries/is defeated."

17. Not vote except in the case of a tie.

18. Require that all remarks be addressed to the chair. (Do not allow members to discuss among themselves questions, remarks, or answers.) All discussion is carried on with recognition and approval from the chair.

19. Permit the maker of the motion or the Vice President to put a question to a vote that concerns the President alone.

20. Close the meeting when all business has been disposed of or when time requires.

The Vice President

The Vice-President assists the President in the discharge of his/her duties. The Vice-President is responsible for presiding at meetings and functions in the absence of the President and must be prepared at any time to assume the office of the President, when necessary. The Vice-President is in charge of all committee work and the management of committee assignments. He/she should work closely with the committees and keep well-informed of all committee activities; serve as ex-officio on all chapter committees. The Vice-President should:

1. Assist the President.

2. Have charge of setting up and carrying out the program of work.

3. Assist in the make-up of the chapter meeting agenda.

4. Preside in the absence of the President.

5. Be responsible for a report on the status of the program of work at each meeting.

6. Submit a report on chapter accomplishments at the end of the year.

The Secretary

The Secretary prepares and reads the minutes of meetings; has available for the President the agenda for each meeting; attends to official correspondence; sends out and posts meeting notices, counts and records votes when taken; prepares chapter reports; keeps permanent records of the chapter; reads communications at meetings; has on hand for each meeting the Secretary's book, minutes of previous

meetings, lists of committees and committee reports, copies of local, state, and national programs of work, copies of the constitution and bylaws, and a copy of the Handbook. The Secretary should:

1. Record the minutes of all meetings--formal, informal, and called meetings. The Secretary's records are very important.

2. Record in the minutes what is DONE, decided upon, and what is said.

3. Record the exact wording of motions and amendments, whether they pass a vote or not, and make a record of who made the motion/amendment and who seconded it.

4. Stop the proceedings, if necessary, in order to get the exact wording of motions. You may request that the motion be submitted in writing by the member presenting the motion.

5. Record in the minutes the names of the members who have been appointed to the committees, with the chair of each committee.

6. Include in the minutes the Treasurer's Report.

7. Keep the minutes in a permanent book. Corrections to the minutes should appear in the margins, corrected.

8. Have the presiding office sign the minutes with any approved corrections, to make the record official.

<u>The Treasurer</u>

The Treasurer receives records and administers the chapter funds; collects all state and national dues, and is responsible for chapter payments by the appropriate deadlines; keeps financial records in order and up-to-date; devises fund-raising activities with the cooperation of the appropriate committee and the approval of the membership and advisor; assists in preparing an annual statement of estimated receipts and expenditures; serves on the finance committee as an ex-officio member; and protects the financial reputation of the chapter. The Treasurer should:

1. Keep records in ink in a permanent book.

2. Record all receipts by name of member or name of group, and date.

3. Record all money paid out by date and to whom.

4. Obtain a receipt from the person(s) paid and keep a copy in the permanent records.

5. Receive the proper authority before paying out chapter monies.

6. Keep an up-to-date accounting of funds. Enter all transactions as soon as they occur.

7. Be prepared to report the financial status of the chapter at any regular chapter meeting.

8. Obtain and present ideas and suggestions for increasing the treasury and financing chapter activities.

The Reporter

The Reporter gathers and maintains chapter news; prepares news releases and articles for publication in school and local newspapers; acquaints local newspaper editors with AIASA/TSA; maintains a file of clippings and pictures of chapter activities; keeps a publicity scrapbook; assists in maintaining a chapter bulletin board; assists in the planning and arranging of chapter exhibits; and collects and prepares news and feature stories of chapter activities for state and national publications. The Reporter should:

1. Gather and classify all AIASA/TSA news.

2. Prepare articles and news releases.

3. Develop a working relationship with local media personnel and keep them informed of AIASA/TSA news.

4. Send chapter news and photographs to the state association and national office for publication use.

The Sergeant-at-Arms

The Sergeant-at-Arms is responsible for the physical set-up of meetings, banquets, gatherings; assists in seating arrangements and the seating of guests; assures that all necessary equipment is at hand and operating; secures the use of any room and facilities. The Sergeant-at-Arms should:

1. Arrange the meeting room and care for chapter paraphernalia.

2. Be responsbile for the comfort of those present at the meeting.

3. Attend the door during meetings and welcome guests.

4. Take charge of candidates prior to and during initiations.

5. Assist with entertainment, refreshments, and other details connected with the program.

6. Serve as ex-officio member of committees dealing with these areas.

The Parlimentarian (OPTIONAL)

The Parlimentarian assists the chapter in understanding the basic purpose of parliamentary procedure; should be prepared to advise the presiding officer and

the members on parliamentary procedure; has reference materials on hand (Robert's Rules of Order, Newly Revised) pertaining to parliamentary procedure; observes progress of meetings and calls any significant irregularities to the attention of the chair (point of...); is prepared to explain any deviation from procedure and its effect on the rights of all chapter members. The Parliamentarian should make sure that chapter meetings are conducted in an orderly manner in accordance with established procedures.

NOTE: It is suggested that the presiding officer choose a new parliamentarian at the beginning of each meeting. In this manner, everyone will become familiar with proper procedure instead of the chapter always relying on one individual.

AIASA/TSA CHAPTER ADVISOR RESPONSIBILITIES

A technology instructor wears a second hat as AIASA/TSA advisor to his or her students. With proper planning and organization, AIASA/TSA becomes a valuable teaching tool for the instructor and a rewarding learning experience for the students. AIASA/TSA can and should become a part of the technology program and not something separate or distinct from an instructor's regular responsibilities.

Identified below are some of the major AIASA/TSA chapter advisor responsibilities:

Take the initiative in establishing an AIASA/TSA chapter.

Be knowledgeable about the AIASA/TSA organization, its goals, purposes, structure, constitution and bylaws, ceremonies, typical activities, etc.

Be familiar with the procedures for affiliation with the state and the national organization.

See that membership dues are collected and processed promptly at the beginning of the school year to ensure full service for all members.

Assist students in developing a program of meaningful activities.

Keep the school administration, the faculty, and the community in touch with chapter activities.

Assist in the plans for electing chapter officers and instructing new officers in their duties and responsibilities.

See that chapter meetings are conducted on a regular basis.

Counsel individual members and committees on problems and activities.

Encourage participation in district, state, regional and national conferences. Help students prepare for leadership activities and participation at all levels of competition.

Keep abreast of new developments in technology and AIASA/TSA and call them to the attention of the members.

Be a member of the professional technology association - The Connecticut Industrial Technology Education Association (CITEA).

CODE OF ETHICS FOR ADULT ADVISORS

Since a good example is one method of teaching, and students participating in AIASA/TSA or at a conference are impressionable, a Code of Ethics (or guidelines) has been established for adult advisors.

It becomes the responsibility of each and every advisor to see that proper conduct is adhered to at all times.

* Advisors shall conduct periodic meetings with their student delegates for the purposes of reviewing conference activities; obtaining progress reports; emphasizing time schedules; and overall - to ensure that the students are taking full advantage of the conference and its activities.

* Advisors shall keep an agenda for each student in order that they may be reached at any time during the Conference.

* Each Advisor shall be responsible for seeing that participants adhere to all approved practices and procedures governing conduct.

* The rules as stated in the "Delegate Conduct Practices and Procedures" and the "Dress Code" (Sec. #6, Conference and Competitive Events - Code of Ethics) are called to your attention for review, and should govern the behavior of Advisors as well as students.

CHAPTER OPENING AND CLOSING CEREMONIES

OPENING CEREMONY

(At the prescribed time for meetings, the President assumes his/her position behind the rostrum in front center of room. Other officers are seated to the left and right of the President in a slightly arched line. They are seated in this order from left to right: Vice President, Treasurer, Secretary, President, Reporter, and Sergeant-at-Arms.)

President: (raps gavel twice) Will the meeting please come to order. Mr./Ms. Sergeant-at-Arms, are all the officers in their places?

Sergeant-at-Arms: (leads Pledge to the Flag)

President: (raps once and assembly is seated) Mr./Ms. Secretary, will you please call the roll.

Secretary: Mr./Ms. Reporter.

Reporter: Present. The symbol of my office is the beacon tower (officer points to symbol) and it is my duty to see that our school, community, and national association have a complete report of our organization's activities.

Secretary: Mr./Ms. Advisor.

Advisor: Present. The duty of my office is to advise and counsel members and officers of this organization in such a way as to bring out the leadership abilities of each. (In attendance, but not necessarily seated at the head table.)

Secretary: Mr./Ms. President.

President: Present. The symbol of my office is the gavel (officer points to symbol). The duties vested in me by my office are to preside at all regular and special meetings of this organization and to promote cooperation in carrying out the activities and work of our organization. Mr./Ms. Secretary.

Secretary: Present. The symbol of my office is the pen (officer points to symbol) and it is my responsibility to see that accurate and proper records are kept of all business and correspondence of this association. Mr./Ms. Treasurer.

Treasurer: Present. The symbol of my office is a balanced budget (officer points to symbol) and it is the duty of my office to keep accurate records of all funds and see that our financial obligations are met promptly.

Secretary: Mr./Ms. Vice President.

Vice President: Present. The symbol of my office is a star (officer points to symbol) and it is the duty of my office to see that we always have a strong membership, a good work program and are alert to the welfare of our chapter.

Secretary: Mr./Ms. President, all officers are present and in their place.

President: Mr./Ms. Sergeant-at-Arms, do we have guests present?

Sergeant-at-Arms: (if so, introduce guest(s), if not)--No, Mr./Ms. President.

President: Mr./Mrs. Secretary, we are ready to transact our business.

CLOSING CEREMONY

President: (raps three times; assembly rises) Mr./Ms. Secretary, will you read the CT-AIASA/TSA Creed.

Secretary: (Reads the AIASA/TSA Creed).

President: Will the assembly repeat the AIASA/TSA Motto after me. (Motto is spoken) Does anyone know of any reason why this assembly should not adjourn; if not, I will entertain a motion to adjourn. (following motion to adjourn) I now declare this meeting adjourned until a special meeting is called or until our next regular meeting. (raps once with gavel)

AIASA/TSA CREED

(As Revised by National Officers, March, 1981)

"I BELIEVE THAT INDUSTRIAL ARTS HOLDS AN IMPORTANT PLACE IN MY LIFE IN THE TECHNICAL WORLD. I BELIEVE THERE IS A NEED FOR THE DEVELOPMENT OF GOOD ATTITUDES CONCERNING WORK, TOOLS, MATERIALS, EXPERIMENTATION, AND PROCESSES OF INDUSTRY.

GUIDED BY MY TEACHERS, ARTISANS FROM INDUSTRY, AND MY OWN INITIATIVE, I WILL STRIVE TO DO MY BEST IN MAKING MY SCHOOL, COMMUNITY, STATE AND NATION BETTER PLACES IN WHICH TO LIVE.

I WILL ACCEPT THE RESPONSIBILITIES THAT ARE MINE. I WILL ACKNOWLEDGE THE THEORIES THAT ARE SUPPORTED BY PROPER EVIDENCE. I WILL EXPLORE ON MY OWN FOR SAFER, MORE EFFECTIVE METHODS OF WORKING AND LIVING.

I WILL STRIVE TO DEVELOP A COOPERATIVE ATTITUDE AND WILL EXERCISE TACT AND RESPECT FOR OTHER INDIVIDUALS.

THROUGH THE WORK OF MY HANDS AND MY MIND, I WILL EXPRESS MY IDEAS TO THE BEST OF MY ABILITY.

I WILL MAKE IT MY GOAL TO DO BETTER EACH DAY THE TASK BEFORE ME, AND TO BE STEADFAST IN MY BELIEF IN MY GOD AND MY FELLOW AMERICANS."

MOTTO

L E A R N I N G T O L I V E I N A T E C H N I C A L W O R L D.

PHYSICAL ARRANGEMENT FOR THE MEETINGS

When setting the meeting room up for a meeting, it is important that it appears correct. The chapter should have the following:

(1) United States Flag

(1) State Flag

(1) CT-AIASA/TSA Banner

(6) Station Symbols - (1) for each officer

(1) Long Table

(6) Chairs

(1) Podium

(1) Roberts Rules of Order

When facing the table as a spectator, the U.S. Flag is to the left of the table, the State Flag is to the right. The CT-AIASA/TSA Banner is hung behind the table, centered. The podium is in the center of the table. The six station symbols are on the table in the following order: (left to right) Sergeant-at-Arms, Reporter, President, Secretary, Treasurer, and Vice President.

In addition, chairs should be available for spectators.

Adjustments could be made to fit the physical set up of the room being used.

For informal meetings, the State Flag can be omitted. You will need the U.S. Flag. The station symbols can be omitted and use I.D. Cards if available.

The Sergeant-at-Arms has charge of setting up the meeting room.

INSTALLATION OF OFFICERS

An installation team from another chapter, an advisor, or past president may install officers. The newly elected officers are placed in front of their stations. The installation officer stands behind the rostrum. The invocation is presented by one of the members.

Installation Officer: I consider it an honor to meet with this assembly and officially install the officers you have chosen to serve you this coming year. I know you have faith in each of them or they would not have been selected. In order for these officers to help this chapter progress, there must be enthusiasm

and cooperation exercised by every member present. Will the assembly please rise and repeat the pledge to the flag.

(Pledge is said and the assembly is seated. New officers remain standing)

Will the newly elected officers repeat the symbols and duties of their offices, beginning with the president?

(Proceeding in order from President to Sergeant-at-Arms, the new officers state their office symbols and duties)

Does each officer pledge to lead this organization forward to the best of his ability?

Officers in unison: We do.

Installation Officer: Will the assembly please rise. The newly installed officers will lead us as we repeat the creed.

(Reads Creed one line at a time)

Installation Officer: I now declare these officers officially installed and responsible for performing the duties of their offices. This Installation Ceremony is concluded.

TELECOMMUNICATION

Telecommunication is one of the newest methods of communication; one into which both the State and National Association are tied. This technology allows both students and advisors to be current on CT-AIASA/TSA issues at the touch of a button. There are over 40 conferences dealing with a wide range of subjects of interest to you and technology students.

Connecticut AIASA/TSA has a separate telecommunication sub-conference under MIX (McGraw Hill Information Exchange) Techlink. MIX is a one of many telecommunication networks which brings people and their ideas together electronically. The MIX host (mainframe) computer is located in Eden Prairie, Minnesota where MIX data are generated and messages and information sent and stored.

Connecticut's MIX sub-conference under Techlink allows students and advisors to upload and download news articles, conference information, bulletins and e-mail in just a few seconds. The state advisor can put out information to the chapters that is received the same day. Questions on events, workshops or discussions can be sent and answered very quickly. Other chapters, students and advisors can be contracted as well as other states and countries.

Telecommunication allows you to exchange private e-mail on a one-to-one basis or carbon copy to as many others as you would like. You can contact others in the state, country, or world gaining insight into other people and their technologies through your computer terminal. Telecommunications also has online experts available to "talk" about different subject areas or to answer specific questions for you and your students. On-line guests cover a wide range of disciplines using computers as the medium. But regardless of the area, they all do one thing unique to the telecommunication medium - they interact.

Telecommunication, besides being an information exchange, is also a data library. There are specific on-line services for educators who can search the interactive conference themselves for specific information.

Telecommunication workshops are offered for both the student and advisor by the state advisor. This program is great for publicity because it shows you and your students using the latest technology.

To be involved with telecommunications you will need (4) four items:

1. Personal computer or workstation that will operate your communication software so that you will be able to send and receive messages. The information on your video terminal reflects what is being transmitted to and from the host mainframe computer.

2. Communication Software - the "brain" of your telecommunication system. The software "tells" the modem via the computer how to communicate, including dialing, sending and receiving messages.

3. Modem - a communication device that connects your computer and a phone line together. The modem converts computer signals to phone signals and vice versa.

4. Phone line - for transmitting the signals. The phone line carries the converted signals to the host computer or to any other computer in the world hooked into the system. The phone line also carries the information back to your modem where it is converted to computer signals for you to read on the screen, all in the blink of an eye.

The MIX system uses local phone numbers available through Tymnet so you can avoid long distance phone charges. A suggestion to get a separate phone line is to request an "information port" for your lab in the budget. The Board of Education is much more likely to approve an information port than a phone line.

When you get MIX up and running you will see the main menu on the screen. The MIX main menu includes the following information:

1. Electronic Mail
2. Conference Subsystems
3. Subscriber Information
4. Quick Download
5. Individual Options
6. Command Mode
7. Log-off (bye)

Under #2 Conference Subsystems is where you will find #6 Technology Link. Subsections of Technology Link include both #8 TSA (AIASA/TSA) and #9 TSA (AIASA/TSA). #8 is a conference for Advisor from all over the country while #9 is a conference for Connecticut Advisor and students. The Connecticut conference provides 6 areas in which the advisor and student may interact with each other:

1. **Welcome** - Welcomes new chapters and students to the conference and provides background information.
2. **Chapter Chat** - This is where inter-chapter activities can be posted and inter-chapter information exchanged.
3. **Advisor News** - Provides the advisor with the latest in both CT-TSA and National news of importance to advisors.
4. **Calendar** - This provides a list of state plans, activities, meetings and events as well as locations and times.
5. **CT-Crier** - The newsletter of Connecticut AIASA/TSA. Here is a way of direct input by the local chapter on information and news stories about the chapter.
6. **Open Forum** - Here is a chance for chapters, advisors and students to comment on any aspect of AIASA/TSA, respond to other comments or start an entirely new area of exploration.

Telecommunication is the latest in technology that provides a chapter and advisors with instant communication with the state and world. It is an excellent interest builder for students and provides chapters and technology programs with a fantastic public relations news opportunity.

Impress you administrators, your Board of Education and the local community by taking advantage of this technology. Contact the state advisor for details on

telecommunication for your chapter. He will supply the initial training and manuals for you and your chapter to get started. All you will need is a computer, phone line, software and modem, something most school and technology departments already have.

SECTION #2

IN-CLASS MEETING - DEVELOPING CAPABLE LEADERS AND FOLLOWERS

A classroom can be set-up using the following leadership model. Using this model, the instructor/advisor is provided with a chance to have student take both charge and responsibility for their actions. It establishes a set pattern or routine to begin each class day.

At the beginning of a term/semester, the instructor will pass out a sheet containing the duties and responsibilities of class officers (See Handout 2.1). The instructor will review how a meeting is conducted, behavior expected, how action is taken and the duties of each elected officer.

The class would elect a set of six (6) officers, each responsible for a part of the class meeting process (See Handout 2.2). A practice meeting would take place with a prearranged agenda. Each class would establish committees as needed.

The in-class meeting procedures begins with the rap of the president's gavel calling the class to order. The secretary has already noted attendance (whether in teacher's grade book or a pad for the instructor). The secretary reads the minutes of the previous meeting which includes a review of yesterday's lesson, (an ex-caller reviews before a quiz or test). The review also lets absent students know what went on the day before. The Vice-President has collected homework and passes that in. As the meeting proceeds, each officer will report:

Treasurer on funds on hand for various activities (purchase of supplies, safety glass, materials, refreshments, etc.);

Vice-President on upcoming assignments and homework due;

Reporter on class or school-wide events;

Sergeant-at-Arms reviews the clean-up from the day before.

Other students report in the form of committees established for specific problems or actions. The floor is open to other students who can report on various activities happening in the school or community at large. Some schools do not have morning or afternoon announcements. The reporter can read the prepared announcement at this time. The president calls on the instructor at this time. The instructor is given a chance to make announcements as well. Unfinished business is taken care of. This might be collection of money for the Friday work/coffee break or a report on a decision, taken from last meeting, on having a guest speaker.

New business is where "new" items the president or class has brought up for discussion comes in. These might include instruction plans for a field trip, ordering special parts for a class project or even checking out ordering a juice machine for the school cafeteria. Finally, at the end of this section on new business the president will turn to the instructor and say Mr./Ms. _____ do we have a lesson.

Up to this point, the class has been directed by the students and lead by the class officers. It is amazing how smoothly and simple this works. It will work with all age students from grammar school to high school. You will need to introduce students to the conduct of a meeting and make motions. By setting the tone and support to the officers as they learn their responsibilities, you will then have a smooth running class session.

Each class will adopt these "formal" in-class meeting procedures to fit their personality. Some classes will vote to hold meetings only on Mondays, Wednesdays and Fridays, with Tuesdays and Thursdays being work days. Other classes will modify the way in which the meeting is conducted. The goal is for the students to learn to lead, follow and be responsible for their learning environment.

See Section #1, Part 4 for additional information on "Duties and Responsibilities of Class or Chapter Officers".

Handout #3, Class Personal Management System Chart shows leadership positions for each class officer and member. It should be modified to fit the individual situation of each technology lab.

The chart allows the officers to carry out their duties and responsibilities as part of the system. It exposes all students to a management chart used in major business and industry and shows the involvement of every student in the class. The chart will lead to improved motivation, increased knowledge and will contribute to a student's ability to function as a productive member of classes, other organizations or in future life.

PARLIAMENTARY PROCEDURES

Parliamentary Procedures is an organized method to conduct the business of a group no matter what size. Through the Technology Student Association, class members can learn to be intelligent, active members of a democratic society. Students, as they move on in society, will belong to groups and organizations as well as societies that use parliamentary rules to conduct their business.

A town meeting, a city planning hearing and a legislative committee meeting are conducted by parliamentary procedures, yet most people when first confronted with this situation do not understand the simple rules by which those and other groups operate.

The AIASA/TSA, with in-class meetings, will provide students with the fundamentals of these rules. Few other areas of a school will provide students with these opportunities or experiences.

Handout #4, Basic Parliamentary Procedures will provide each student with a basic set of motions/rules needed to conduct a business meeting. Another excellent source is a book titled, Robert's Rules of Order (newly revised) which will give a complete listing and program use of each possible motion and rule.

AIASA/TSA PERSONNEL IN-CLASS DUTIES

PRESIDENT (Student's Name)

1. Leader of personnel system
2. Calls clean-up
3. Conducts class meetings
4. Receives ideas and reports from class
5. Suggests any possible lab improvements gained through experiences
6. Responsible for the assignment or election of new personnel

VICE PRESIDENT (Student's Name)

1. Familiar with the duties of President
2. Substitutes for President
3. Assists President as second level manager
4. Helps follow-up committee work
5. Helps other officers if absent or behind
6. Makes organizational chart for class
7. Picks up homework or assignments for teacher
8. Checks off work turned in by class members

SECRETARY

1. Takes roll, marks absents for teacher
2. Keeps minutes of class decisions for next meeting
3. Records list of officers and committee personnel
4. Prepares agenda for seminar or class meeting
5. Sends letters when necessary
6. Serves on School/Community Service Committee

TREASURER

1. Collects routine fees or AIASA/TSA
2. Checks names of students who pay and write receipts
3. Helps teacher order supplies
4. Cleans supply room
5. Reports progress of supply payments/purchases at meetings
6. Serves on Entertainment Committee

REPORTER

1. Reports to class on the progress of activities
2. Prepares bulletin board or displays related to class activities or AIASA/TSA
3. Writes articles or makes photos for school newspaper
4. Welcomes visitors and explains classwork
5. Advertises projects or services of class
6. Serves on Recognition Committee of class

SERGEANT-AT-ARMS

1. Oversees all clean-up personnel
2. Makes substitutions for absent members
3. Reports to president and teacher at end of clean-up
4. Prepares room for class meetings
5. Helps president with motions and rules
6. Responsible for general safety procedures
7. Reports any injury to the teacher

IN-CLASS MEETING PROCEDURES

1. **CALL TO ORDER**

President:	Raps gavel twice before saying, "Will the class please come to order?" Sergeant-at-Arms, "Is the class in their seats and ready for class?" "They are (Mr. or Ms.) President." (Sergeant-at-Arms tells students who are late to see the Secretary for roll check).

2. **HEAR THE MINUTES OF THE PREVIOUS MEETING**

President:	"We are ready to transact our business." "Will the Secretary please read the minutes?"
Secretary:	The Secretary stands and reads the minutes which include date, motions, other details of the last meeting and a review of the previous lesson.
President:	"Are there any corrections or additions to the minutes?" "If not, the minutes stand approved as read/corrected."

3. **HEAR REPORTS OF OFFICERS OR STANDING COMMITTEES**

President:	"The assembly will hear reports of officers." After each report - "You have heard the report. What is your pleasure?" Approval or adoption by motion.
Treasurer:	The following amounts have been paid as fees to the Treasurer $_____. The amount of $_____ has been paid out. Balance is $_____. The Treasurer may announce any fees to be paid or information about supplies.
Vice President:	(May call for homework or assignments as part of group effort.)
Sergeant-at-Arms:	(May report on clean-up changes or conditions of lab.)
Secretary:	(May report attendance information and give list of absent students to teacher.)
President:	"Do any committees have reports?"
Maintenance Comm.:	May report or advise
Service Committee:	May report or advise
Entertainment Comm.:	May report or advise
Resource Committee:	May report or advise
Recognition Comm.:	May report or advise
President:	After each report say, "You have heard the report. What is your pleasure?"

4. **HEAR REPORTS OF SPECIAL COMMITTEES**

President:	"We will hear the report of the Special Committee for _____."
Special Committee:	May report or advise
President:	"You have heard the report. What is your pleasure?"

5. **HEAR ANNOUNCEMENTS**

President:	"Are there any announcements to be made at this time?"
Reporter:	May report on class progress or outside events of interest to class or school CT-AIASA/TSA.
Open to the Floor:	Other students may announce any meetings, activities or events scheduled in the future.
Teacher:	May wish to make announcements also.

6. **UNFINISHED BUSINESS**

President:	"The floor is open for discussion of unfinished business of the last meeting."
Secretary:	May call attention to tabled motions or details from minutes of previous meeting.
Vice President:	May remind members of homework or reports assigned.

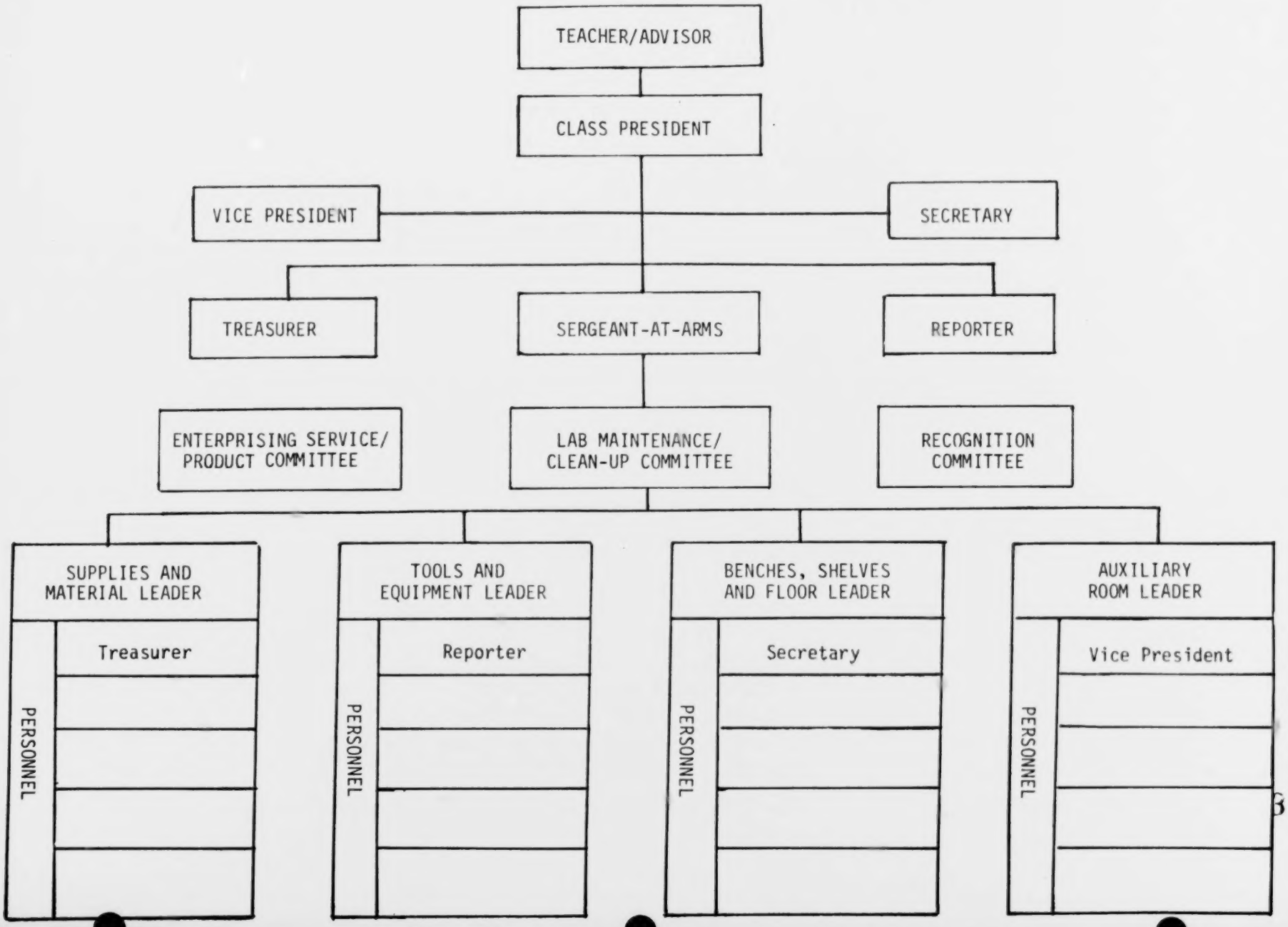
7. **NEW BUSINESS**

President:	"The floor is open for discussion of new business."
Open to the Floor:	Suggestions for action not discussed before at the meeting would be introduced.
President:	When discussion is complete ask, "Does anyone desire to make a motion?" (President acts on motion), appoints a committee or calls for another item of new business, or may call on the teacher Mr./Ms. _____, "Do we have a lesson?"
Teacher:	Presents lesson or announces laboratory work.

8. **ADJOURNMENT OF THE MEETING**

President:	Raps gavel twice. "If there is no further business, the meeting stands ready to adjourn." Raps gavel three times. "What is our motto?" "Learning to Live in a Technical World."
All:	"Does anyone wish to introduce a motion to adjourn?" Conducts vote. "I declare this meeting adjourned."

CLASS - PERSONNEL MANAGEMENT SYSTEM



TECHNOLOGY STUDENTS LESSON PLAN FOR IN-CLASS MEETING/
CLASS OFFICER ELECTION

Students Will Elect and Conduct the Class Meeting — Leadership Skills

Technology Education Criteria — Technology Content/Concept
Task/Competency: (Knowledge, skills or attitudes students gain from instruction)

Elect in-class officer and conduct an in-class meeting using proper procedures.

Performance Objectives: (Expected condition, performances, and criteria.

Given the information on class officer, duties and responsibilities of officers and in-class meeting procedures, a class will conduct a class election. The class will then conduct a practice in class meeting. Students will be able to ask as leader and follower in group activities as shown by planning, decision-making and positive attitudes toward themselves and others.

Tools/Materials: Handouts on:

1. In-class Officer
2. Duties and Responsibilities
3. In-class Meeting
4. Gavel, notebooks and officer symbols

Audio-Visual Materials:

Film: Art of Communications: How To Conduct A Meeting by CENTRON FILMS - CITEA Library -

References: CT-AIASA/TSA Chapter Handbook, 1984, Pages 27-33

Student Assignment(s):

1. Students will take an active part in management and decision making important to all groups and organizations

2. Leadership and fellowship experiences are important throughout life and will enable students to develop positive self concepts.

3. Each class will conduct in-class meeting to plan and organize technology activities.

4. All students will participate in decision making, oral communications and problem solving.

PRESENTATION: (Introduction, presentation, discussion, application, & evaluation)

I. Introduce students to the concept of organizations which have had important impact on people, our nation, and world.
   A. Review democratic procedures used for decision making.
   B. Identify key roles of leaders in most organizations related to school, community, corporations, and government.

II. Present information about the technology student association.
   A. Structure from class, chapter, regional, state, to national.
   B. Opportunities for leadership, awards, and recognition.
   C. Activities available in school, community, and world.

III. Establish a management system for class and laboratory by selecting students to fulfill leadership and management positions.
   A. Draw a chart to show personnel in class/laboratory management system.

IV. Allow students to participate in decision-making by selecting persons to lead.
   A. Set up agenda for quick in-class meetings at beginning or end of class period.
   B. Use motions to make quick decisions that affect entire class or group.

V. Officers in class or group will conduct short meetings.
   A. Call for reports by members to assess progress toward goals.
   B. Discuss technological problems and offer solutions.
   C. Adapt to change in school, community, or world.

VI. Use the technological content systems, concepts and processes of this course in other student association events.
   A. Technology speakers.
   B. Service projects.
   C. Contests and Achievement Programs.
   D. Enterprise products.

CRITERION REFERENCED MEASURE:

Students will be involved as leaders and members in decisions and activities of group.

SPECIAL NOTES: (Resource persons, if any; results and follow-up)

SECTION #3

INTEGRATING OF AIASA/TSA INTO THE CURRICULUM

AIASA/TSA has five major areas of activities that help teach Technology Education. These instructional areas are Communication, Construction, Manufacturing, Transportation and AIASA/TSA.

The technology in each area analyzes different competitive events that are easily integrated into a technology curriculum covering that area. The Connecticut Competitive event packet covers rules for all current Connecticut events. Connecticut Completion event rules for most contests are the same as National TSA Competitive events. Connecticut AIASA has a few events that National TSA does not just as National TSA has a few events Connecticut AIASA/TSA doesn't.

The following chart will show you the events in each organization as well as the technology area under which they fall. (1988)

ACTIVITIES THAT TEACH TECHNOLOGY EDUCATION

Criteria For Technology Education	Technology Student Organization Activities
1. Instruction content drawn from one or more major systems	1. These technology-based events motivate the study of content in these systems.
a. **COMMUNICATION** Efficiently using resources to transter information to extend human potential.	Computer-Aided Design/Drafting Drafting Problem Drawing Interpretation Engineering Problems** Extemporaneous Speaking Graphic Logo Prepared Speaking Record Book Safety Poster Technical Report Writing Technology Bowl
b. **CONSTRUCTION** Efficiently using resources to build structures	Bridge Building Construction** Dream House
c. **MANUFACTURING** Efficiently using resources to extract and convert raw/recycled materials into industrial and consumer goods.	Manufacturing Prototype/Line-Mass* Materials Processes Production** Technology Process Display**
d. **TRANSPORTATION** Efficiently using resources to obtain time and place utility and to attain and maintain direct physical contact and exchange among individuals and societal units through the movement of materials/goods and people.	Electricity/Electronics Metric 500 Radio Controlled Car* Small Gas Engine*
e. **CT-AIASA/TSA LEADERSHIP/RECOGNITION EVENTS** Efficiently using Leadership skills learned as part of CT-AIASA/TSA to manage and motivate others.	Outstanding Student Outstanding Chapter** Outstanding School Outstanding State** Advisor of the Year Chapter Team

*NOTE: These competitive events are not currently offered at the National Conference

**NOTE: These competitive events are not currently offered at the State Conference

The chart illustrates the wide variety of technology activities/events that can be integrated into the curriculum in any technology area.

The next few pages will have a sample lesson plan and activities from one of the five (5) technology areas.

TECHNOLOGY LEARNING ACTIVITY

CAD EVENT

Lesson Title

Students will Apply Knowledge, Tools, Materials and Processes	Using a Computer to Assist in Drawing Designs
Technology Education Criteria	Technology Content/Concept

Task/Competency: (Knowledge, skill or attitudes students gain from instructors).

Students will design a drawing of an architectural and or mechanical part using the computer to assist them.

Performance Objective: (expected condition, performance and criterion or standard or Common Core*)

*Common Core Positive Self-Concept #2
Motivation and Persistence #1
Speaking, Listening and Viewing #7
Reasoning and Problem Solving #7
Learning Skills #4
Careers and Vocations #4

Given the CAD Event Rules and previous CAD instruction, the student will use this technology to design a drawing of an architectural or mechanical nature applying tools, materials, processes and technical concepts efficiently.

Tools/Materials	Audio/Visual Materials
Computer and Plotter/Printer	Effective Visual Instruction - Engineering
CAD Software	Engineering Drawing Videos
Drawing/Plan	CADDRAW Instructional Video
Overhead and Transparencies	Heartily & Company 714 W. Columbia Street, P.O. Box 869 Springfield, Ohio 45501

STUDENT ASSIGNMENT(S)

1. Students will read latest AIASA/TSA CAD Competition Rules and discuss and decide on drawing with instructor.
2. After research and development, a design will be selected.
3. Students will choose architectural or mechanical drawing to submit.
4. Students learn or review laboratory procedures to complete work.
5. The drawing will be produced on 18" x 24" paper. Drawing and diskettes will be turned to meet state deadlines.

PRESENTATION: (INTRODUCTION, PRESENTATION, DISCUSSION, APPLICATION AND EVALUATION)

I. Introduce class to CAD and CAD uses in technology.
   A. Show videos on CAD, discuss use of CAD in industry today.
   B. Show example of CAD and conventional drawing. Explain how with CAD a person can save time and make detailed drawings easier.

II. Have student use CAD software and computer to design and draw a number of different drawings.
   A. Decide on type of drawing - mechanical or architectural

III. Explain how competitive events start as class assignments and lead to recognition at conferences. Talk about future job opportunities.

IV. Discuss event rules and procedures for judging, using overhead and transparencies.
   A. Show sample of previous entries
   B. Show awards, ribbons, trophies and news articles from past years.

V. Have students share final idea in seminar about both the event and different CAD drawings.

CRITERION REFERENCE MEASURE:

Students will use creative ability, problem solving and technological information in preparation for event. A final drawing and diskette will be submitted for judging.

SPECIAL NOTES; (Resource person, if any: results and follow-ups)

1. Show video, slides or pictures of previous events or conferences.
2. Invite other school personnel or industrial representatives to judge students work in class.
3. Have students vote to select class award.
4. Register students in events at conferences.
5. Allow a committee to display students work for school or public viewing.

SECTION #4

WORK PROGRAM

INTRODUCTION:

When planning activities, the advisor should plan activities with chapter members, officers and chapter committees. These activities should be for the good of the chapter, based on the needs of the AIASA/TSA members, the school and community of which the chapter is a part.

Every activity that is planned for a chapter should contribute in some way to the personal development of the students. Activities should be selected which are: Scholastic or Education, Professional Leadership, Civic and Community, or Social, and selected because they are interesting and challenging to members. Further, the program of work should require the cooperation of the majority of the chapter members, develop future leaders and participating citizens, render community and national service, and promote AIASA/TSA in the community.

PLANNING A PROGRAM OF WORK

Every chapter needs to have a program of work to guide its actions and work. The program of work should be set up annually, stating the proposed chapter activities for the upcoming year. Included in the program of work should be specific goals and the means decided upon to help achieve these goals, based on the needs of the members and the organization. You must look at what you want to accomplish at the same time giving consideration to the school and community.

The program of work should reflect the input of a majority of members. One good way to develop a program of work is to have the committee chairs discuss with their respective members what they would like to do for the year. Then, in Executive Council meetings, bring up all the areas of concern and incorporate the ones that can be accomplished and are beneficial to the chapter and the community. You may want to review some old programs of work or ones from other chapters to give you some ideas on what can be done. (Contact the State Advisor)

Once a program of work has been decided upon, put the total program of work in writing. Review it so that each committee and member can understand the goals for the program of work. Check your program of work with school authorities and other concerned parties (such as Student Council). When satisfactory with all concerned, make sure the committees know what roles they are playing in the carrying out of the program of work. Send a final copy to the State Advisor.

It is the responsibility of the Vice President to assure that chapter activities are being conducted in accordance with the program of work. He/she sees that assigned program tasks are completed on time, and it is his/her responsibility to work with all involved committees in coordinating the program or work.

Chapters should always have a program of work and strive for a goal.

A PROGRAM OF WORK SHOULD BE SET UP ANNUALLY BY EACH LOCAL CHAPTER.

1. It is an outline of activities covering a definite period.
2. It includes specific goals, ways and means of reaching them, and adequate provision for checking on accomplishments.
3. It should be well-planned and carefully worded.
4. It should be based primarily on the needs of the members and the organization, with consideration given to the needs of the school and community.
5. It should represent the combined thinking of a majority of the members.
6. New Chapters should not undertake too elaborate a program the first year, however, it must present a challenge to the members.

STEPS FOR BUILDING A PROGRAM OF WORK FOR A NEW CHAPTER (OR CHAPTER THAT HAS NOT PREVIOUSLY SET FORTH A PROGRAM OF WORK).

1. Review as a total chapter the possible activities in which the chapter might participate.
2. Secure copies of programs of work of other chapters and review for ideas.
3. Decide on two or three activities that will definitely be included.
4. Develop a "laundry list" of possible activities.
5. Appoint a program of work committee, if one is not already designated, with subcommittees for each section of the program, and turn over the preliminary materials as listed to this group. It should be the duty of this committee to further survey and check needs, study suggestions already offered, and to set up a tentative program or work including goals and ways and means.
6. Have the committees on program of work report back to the Chapter.
7. Put the total program or work in writing.
8. Check the program of work with school authorities and others concerned.
9. Adopt the program when satisfactory, appoint permanent committees to be responsible for each major division, assign duties to them and set to work on it.

STEPS FOR BUILDING A PROGRAM OF WORK FOR AN ESTABLISHED CHAPTER

1. Review last year's program of work at Chapter meetings. Try to find out why certain items were successful and others were not successful. Discuss also, the present needs of the Chapter, its membership, and the needs of the community.
2. Select from last year's program and list the items which should be continued for the present year. Add suggestions of new items offered by members.
3. Secure copies of other Chapter programs and get ideas on other suitable items.
4. Steps 5 through 9, same as for new Chapter.

PLANNING CHAPTER ACTIVITIES

One of the keys to any successful AIASA/TSA Chapter is a well-developed program of activities. This is done quite easily when the chapter advisor insures that local activities relate to the state and national programs and the purposes of AIASA/TSA.

Each AIASA/TSA Chapter has unique situations, problems and experiences. Each different school and community will determine the kinds of activities a particular AIASA/TSA program will be able to carry out. Therefore, there is no one "ideal" or "master" list of activities to fill all AIASA/TSA programs. This is the way it should be. An AIASA/TSA Chapter, however, can take ideas and suggestions from other sources such as other Chapters and the state association. Some of the activities suggested below may help an AIASA/TSA Chapter plan its program and calendar of activities:

SCHOLASTIC OR EDUCATIONAL

Visits to industrial firms--field trips
Guest speakers
Faculty recognition
Films
Educational exhibits
Visits to other Chapters
Attendance at the State Conference
Attendance at the National Conference
Parliamentary procedure activity

PROFESSIONAL LEADERSHIP

Regular Chapter meetings
Election of Chapter officers
Chapter newsletter
Properly equipped meeting site
Workshops and seminars
Use of official ceremonies
Membership drive
Assembly program
Guest speakers

CIVIC AND COMMUNITY

Visits to state government
Guest speakers
Community fund drives
Safety campaigns
Clean-up campaigns
Needy family projects
"Good Citizenship" project
"Get-out-to-Vote" project
Assisting other school groups
School improvement projects

SOCIAL

Orientation of new members
Cookout
Dance
Hayride
Athletic activities
Talent night
Picnic
Skating party
Scavenger hunt

SUGGESTED CALENDAR OF EVENTS

Each AIASA/TSA Chapter and State Association should develop its own program of work and activities with a suitable timetable for implementation. A resulting Calendar of Events, like the one that follows, should be posted to keep the membership informed of planned activities. Regular meeting dates should also be included on the Calendar.

Remember, these are just suggestions. You may be the member of a very large Chapter, or a small one. Your Chapter may be well-established or it may be new and unsure of what to do next. You and your other Chapter members must adapt these following suggestions to your own special Chapter needs and interests.

September

* CT-AIASA/TSA orientation meeting.
* Elect officers and appoint committees.
* Conduct workshops for officers and committees.
* Membership drive--recruit new members.
* Conduct workshops to plan this year's activities (include social, service, educational, fund raising, and promotional projects).
* Collect local, state and national dues.
* Order needed supplies and publications from the Balfour Supply Service and National AIASA/TSA Office.
* Send Chapter activities report of National Conference, news articles, and photos to state and national offices for publication.

October

* Send membership roster along with state and national dues to the State AIASA/TSA Advisor.
* Hold official installation ceremony for new officers and members - invite state officers.
* Formulate and meet with an AIASA/TSA Chapter Advisory Committee.
* Plan fund-raising event for fall.
* Hold an AIASA/TSA Open House--initiate an AIASA/TSA Boosters organization.
* Send Chapter news items, officer installation articles and photos to state and national offices for publication.
* Point out achievement program and explain to members.
* Have a "fun" event for members.

November

* Conduct a fund-raising campaign.
* Plan Thanksgiving activities.
* Speak before a civic or trade association--publicize achievements.
* Go on a field trip.
* Get a safety campaign underway--some aspect of school or community.
* Send Chapter news items and photos to state and national offices for publication.
* Plan Christmas food drive.

December

* Produce a lab-made gift for all teachers and staff.
* Sponsor a needy family for Christmas.
* Have fun with a holiday social event.
* Decorate the school with seasonal adornment.
* Send Chapter news items and photos to state and national offices for publication.

January

* Appear on a local radio or television station promoting Technology Education and AIASA/TSA.
* Plan your Chapter's participation in the State AIASA/TSA Conference - review events.
* Review your financial needs. Is additional fund-raising called for?
* Evaluate your progress to date in terms of meeting your established program of work.
* Send Chapter news items and photos to state and national offices for publication.

February

* Sponsor a Valentine Fund Raising Dance, Candy Kiss Sale or Carnation Flower Sale.
* Schedule a field trip.
* Begin planning for Chapter participation at the TSA National Conference.
* Bring in a guest speaker.
* Send Chapter news items and photos to state and national offices for publication.
* Observe National Vocational Education Week.

March

* Plan Easter or Passover activities.
* Plan activities for a Teacher Appreciation Week.
* Make final plans for State Conference.
* Send Chapter news items and photos to state and national offices for publication.

April

* Attend the State Conference.
* Plan a local recognition banquet.
* Assist Chapter Advisor with recruiting future Technology students and AIASA/TSA members.
* Continue planning your Chapter's participation at the TSA National Conference.
* Hold a reception for alumni members.
* Carry out a community service project.
* Carry out a National TSA Service Project.

May

* Hold a car wash/bake sale.
* Hold a local recognition banquet - recognize community members and groups that have helped your chapter.
* Plan a summer workshop program.
* Evaluate your year's accomplishments and draw up some suggestions for next year's officers.

June

* Hold a party for graduating members.
* Raise any additional funds needed for National TSA Conference.
* Participate in the National TSA Conference.

CHAPTER ENTERPRISING PROJECTS

Advance planning is the secret to the success of an active and complete program of activity for the local AIASA/TSA Chapter. An AIASA/TSA Chapter must generally find some means of raising the necessary funds to carry out its program of activity. Fund-raising projects conducted in the proper manner not only will provide the necessary funds, but also will provide most rewarding learning experiences as well.

As a learning experience, every AIASA/TSA Chapter can benefit from fund-raising projects by providing all Chapter members the opportunity to plan, organize and conduct the entire project. Also, in addition to providing the necessary Chapter funds, fund-raising projects provide an avenue to publicize the school's technology program and work together towards a goal. A lot of chapters are made up of students from many classes and technology labs and by having a chapter project all your students can work together towards helping to create chapter spirit.

The Enterprising project also fits two other situations. It provides an excellent opportunity to publicize and showcase for your technology program. The products, if marketed correctly, will have a positive impact on the community and will provide knowledge about your program.

The second situation is that the production also provides an opportunity for your students to enter both the State and National competitive events and deal with Line/Mass Production (State) and Manufacturing Prototype (National). See State or National Competitive Events Packet for specific rules.

SECTION #5

PUBLICITY AND PUBLIC RELATIONS

"THE IMPORTANCE OF A TECHNOLOGY IMAGE"

Industrial Arts Education has moved into a new era with the rapid expansion of technology. It is important to try and keep pace with this rapid change. All schools and instructors have limited budgets but are not limited by their imagination to include and incorporate the "new" technology into their lab.

Industrial Arts has changed to Technology Education, it is so recognized on both the Federal level (Carl Perkins Vocational Act) and State Plan for Vocational Education. For a program to be funded within these areas, they need to change as well. This makes it hard on us, the instructor/advisor. We need to be continually looking for ways to improve and expand the knowledge and skills we try to impart to our student. AIASA/TSA provides an excellent vehicle for this change.

The following was in the original AIASA Guide. It has been modified to fit with today but it still gets the point across -- "Creating a Technology Image".

"CREATING A TECHNOLOGY IMAGE"

A while ago an Industrial Arts teacher was asked how his program was viewed by other teachers, administrators, and parents of his school. He became upset with the question and quickly began to degrade school personnel and parents because, as he saw it, they did not think Industrial Arts was of much benefit to most students. The teacher added that administrators and teachers of academic subjects viewed Industrial Arts as a dumping ground, "a place to send dummies," as he puts it. The Industrial Arts teacher was particularly hostile toward guidance counselors since he belived they always guided the "bright" students into other school courses.

The next question posed to this teacher was why did he think teachers, administrators, counselors, and parents held a negative image of Industrial Arts? Unfortunately, the teacher never did answer the question but rather sidestepped it by again hurling out futher complaints and criticisms. It was obvious that he was so bitter that he couldn't or wouldn't face the real problem. And what is the real problem behind negative feelings that school personnel, parents, and even students hold toward Industrial Arts in many schools?

Well, the answer in simple terms is one of "attitude". Yes, the attitudes projected by Industrial Arts personnel toward their programs, students, school personnel, and parents will absolutely produce the image of our field. It is a matter based on the fundamental principle of cause and effect which is translated in Figure 1 on the next page:

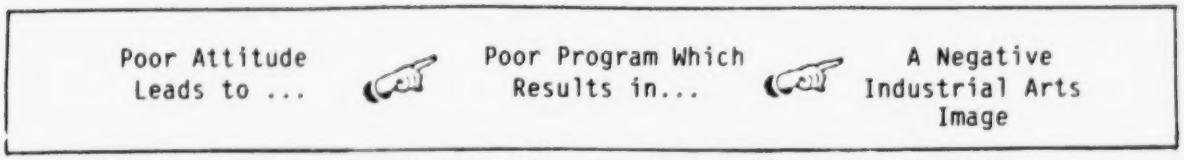


Figure 1. Attitudes in a Cause and Effect Relationship

The cause and effect principle can also be observed in schools where technology programs are viewed in a positive light. In these schools, you can be certain that you will find technology teachers and supervisors with positive attitudes. When positive attitudes exist, positive actions typically follow. These actions should take the form of keeping abreast of the latest trends and ideas in the field and then translating them into relevant content, meaningful instructional strategies, and challenging student activities, one of which is a technology student association.

Once these positive actions have been implemented they must be showcased throughout the school. This is a necessity if technology personnel are to create a positive image among the total school community. This handbook will offer an array of exciting ideas and activities that teachers can develop to create a favorable dynamic image for their technology programs.

In conclusion, if technology is to promote a positive image among educators and parents, then teachers in the field are the key! Positive attitudes must be consciously and continually worked on. The results will pay off in rewards to all and will surely create a positive image for technology.

An Effective Public Relations Program includes the following areas:

A. Organization of a Public Relations Committee

B. Development of a Publicity Plan

C. Presentations to the Community to Promote CT-AIASA/TSA

D. Development of Brochures to Promote CT-AIASA/TSA

E. Preparation of Displays

F. News Releases and Articles

G. Television and Radio Presentations

H. The Open House

I. An End-of-the-Year Awards and Recognition Event

PUBLICITY AND PUBLIC RELATIONS

THE IMPORTANCE OF AN EFFECTIVE PUBLICITY AND PUBLIC RELATIONS PROGRAM

Public Relations is an important part of the AIASA/TSA Program. It provides students, their parents and the community with information about the chapter and influences the opinion they have of it. A well organized publicity program will insure that the impression created of AIASA/TSA is a positive one and will help maintain the support the chapter needs to be successful in its activities. Two of the reasons for a public relations program are membership and community support.

MEMBERSHIP

The publicity and public relations efforts of the AIASA/TSA chapter will have a direct affect on the chapters membership and the involvement of those members. Effective public relations will help the students to:

a. Get new students interested and involved in AIASA/TSA as an activity
b. Provide AIASA/TSA members with a positive image of their chapter
c. Gain recognition for their work and motivate them to continue their efforts
d. Develop pride in their chapter and school as they increase their success

COMMUNITY SUPPORT

The community likes to support programs that have proven to be effective in meeting the needs of the students. Specifically, an effective public relations program can help the AIASA/TSA Chapter in the following ways:

a. Organization of a public relations committee
b. Development of a publicity plan
c. Presentations to promote AIASA/TSA
d. Develop brochures to promote AIASA/TSA
e. Preparation of displays
f. News releases and articles
g. Television and radio presentations
h. Open house
i. End-of-the-Year Recognition Event

A. ORGANIZATION OF A PUBLIC RELATIONS COMMITTEE

Leadership is necessary for an effective publicity program. Although public relations is each member's job, the specific activities that are an organized program are best presented when they are the specific responsibility of the reporter whose duties include keeping and presenting information about the chapter, they should serve on the publicity committee. Other members should include several artistic and creative types who can create interesting displays. Having a good typist and an effective writer are also important.

B. DEVELOPMENT OF AN EFFECTIVE PUBLIC RELATIONS PLAN

As an AIASA/TSA advisor, you are automatically involved with the public. What you do and what the students do will be observed by members of the community and they will gain impressions and come to conclusions about the program based upon what they see and hear. The concern of the AIASA/TSA advisor should be to ensure that the public has accurate information about and realistic perceptions of the AIASA/TSA program. Only in this way can the kind of informed and intelligent cooperation from the community be gained that will be of lasting benefit to the program.

The criteria for an effective plan should consider:

- there should be stated goals and objectives (both long and short term) for the AIASA/TSA program
- the advisors must be well qualified with a technology background
- students should be enrolled in a balanced technology program that is designed to meet their individual needs, interests and abilities
- other technology teachers would be involved and support the AIASA/TSA program
- the program would be organized so as to have the support of the administration and the involvement of the community

GENERAL GOALS OF THE PLAN

The plans should be designed to accomplish the following goals:

- to provide information to the general public concerning the nature of the AIASA/TSA program (what it is doing and how it is doing it)
- to increase the public's undertstanding of the goals and objectives of the AIASA/TSA program
- to promote program activities
- to make the public aware of additional program needs
- to gain knowledge about the community and obtain feedback concerning their views about the effectiveness of the AIASA/TSA program

SCHOOL OR DISTRICT EVENTS

One way to contact the public, both formally and informally, is through events which have been planned at the school level. By checking the school calendar of events you can identify which of those events you'd like to be involved in. Some examples may include: exhibits, parent-teacher meetings, school dances, sports events, homecoming festivities, back to school nights, parent-teacher conference days, open houses, and school concerts, plays or programs.

TECHNIQUES

There is a variety of techniques to use depending upon the following questions:

1. What audience do you wish to reach?
2. What are the characteristics of that audience?
3. What medium is most likely to reach that audience?
4. What media is most available in your community?
5. What is the cost involved in using each medium?
6. What amount of money is available to use such mediums?

Once you have selected a medium, you need the skill to use that medium competently. For example, if you decide to use a news article in the local paper to publicize the fact that an AIASA/TSA student was a state winner, you need to know how to prepare such an article and the procedures for submitting it and getting it printed at an appropriate time. Some of the techniques available are:

a. talks and presentations
b. brochures
c. displays
d. news releases
e. television programs
f. open houses

Find out the names of the local reporters and the present address and title.

SCHEDULING EVENTS

A good school community relations program involves an integrated plan or schedule of events. Developing a schedule or calendar of planned community relations contacts has several advantages.

a. you may be able to space out or evenly distribute the activities
b. you can coordinate the schedule with the master school schedule and other groups
c. it will enable you to identify additional activities that are needed.

The calendar can be broken down to a monthly, weekly or annual basis. It should include relevant school events that could affect the AIASA/TSA plans.

- school or district events in which AIASA/TSA should participate
- special vocation events such as the state conference and Vocational Education Week

EVALUATION

Feedback from the audience is needed in order to determine (1) how successful an activity has been and (2) how the public views the AIASA/TSA program so you can plan future contacts.

The feedback can be formal in nature like completion of evaluation forms after an activity or direct questions. It can also be informal like a discussion several days after with the students. The important fact is that feedback is necessary in order to make the adjustments to insure an effective publicity and public relations program.

C. PRESENTATIONS TO PROMOTE AIASA/TSA

The public relations program which has been planned by the publicity committee probably includes a variety of promotional techniques. While these techniques are usually effective on a broad scale, the AIASA/TSA members can improve or greatly enhance publicity efforts by bringing the program to the community on a more personal level. This can be done through person-to-person contacts in the form of presentations to local organizations and groups.

Often this personal contact can achieve greater results than general public relations efforts such as news releases or exhibits. One reason for this is that personal contact in a group setting allows you to gear information to the type of audience you are addressing. Of even more importance is the fact that the advisor or students can personally and immediately respond to any audience concerns that may result from the presentation.

PREPARATION

Identifying opportunities to speak - Make the public aware of the chapter's desire to speak and they may be contacted by various school or community groups to provide a presentation about the program. The following are some community groups that might contact the AIASA/TSA chapter or that might be interested in a presentation:

- parent organizations are always interested in speakers who can inform them about the school or activities of their children.
- the Chamber of Commerce, Lions Club, Kiwanis Club, Elks Club, Senior Citizens or other civic associations Professional groups like doctors and dentists
- trade associations or unions, particulary those in the same trades as offered by the technology classes

POSSIBLE TOPICS

- career opportunities in _____ (occupational area)
- the AIASA/TSA competitive events
- the AIASA/TSA program at _____ school
- developing leadership through the AIASA/TSA program

ORGANIZATION OF THE PRESENTATION

A simple outline for a short presentation should include:

I. Introduction
   a. Gain attention
   b. Establish relationship with the audience

II. Main Ideas
   a. Core statement
   b. Reason for presenting the idea
   c. Initial summary of sub-points

III. Body
   a. Development of each sub-point

IV. Conclusion
   a. Final summary

Always practice the speech and have someone review it with you.

DELIVERY

a. Speak clearly
b. Project your voice so that all can hear
c. Be yourself
d. Maintain eye contact
e. Don't read the speech
f. Project enthusiasm and sincerity
g. Use gestures for emphasis only

DEVELOP BROCHURES TO PROMOTE AIASA/TSA

The success of an AIASA/TSA program depends to a considerable extent on how well its purposes and activities are communicated to the people who support it. One effective yet simple means of informing the public is the brochure. It is an efficient and effective device for telling the AIASA/TSA story to the very people that the chapter wants to reach. The brochure takes a relatively small budget to produce, and it demands little of the reader's time or effort, yet its effect may be significant indeed. It can be timely, arresting and informative all within its small and simple format. Best of all, it is a direct product of technology training, the graphics lab.

A brochure (flyer, leaflet, or pamphlet) is an unbound paper publication usually printed on one sheet which may be folded or unfolded. It carries a single message with a limited scope. A brochure is meant to have a specific purpose and not to contain a through coverage of any topic or phase of the AIASA/TSA program.

USES OF BROCHURES

- Promotions of the AIASA/TSA program to new students
- Promotion of technology classes
- Registration for special events or competitions
- Open House or Parents Night

GUIDELINES

- Aim it at one audience
- Confine it to one subject at a time
- Use attractive and catchy titles
- Use pictures, type and layout to gain and hold attention
- Use subjects that have meaning and importance to the readers

AVAILABLE RESOURCES

- Local business may sponsor the cost of the brochure
- The librarian and school registrar can furnish facts and data about the school
- The English Department can review and edit the text and offer suggestions on style
- The Business Department can type the text

PRODUCTION GUIDES

- Make a rough draft - once the draft is done, the ideas will flow
- Choose your words carefully - select simple effective ones that the reader will understand
- Punctuate for clarity - In writing, punctuation is needed to make the meaning clear
- Use capitals and underlining sparingly - These over-used techniques add nothing to the brochure
- Edit your copy - Revise, rewrite and polish your manuscript until you are satisfied
- Use illustrations, they can help tell a story fast and forcefully

DISTRIBUTION

A brochure is not worth very much unless it gets to someone who reads it, thinks about it and is changed in some way. Some ways to distribute them are:

- mailing, try to time its arrival so it will be most effective
- send it home with students, although free, most won't make it
- handing them out at events, to business groups or civic organizations
- display them in key areas, the main office counter, stores and guidance

E. PREPARATION OF DISPLAYS TO PROMOTE AIASA/TSA

AIASA/TSA advisors need to gain and maintain support for their programs and inform the public about what they are doing. In addition, they need to supply the public with current information on timely AIASA/TSA topics and help students make intelligent choices about the various technology programs. One of the many ways to accomplish this is by preparing displays to be placed in the secondary school, elementary schools, the town library, local fairs, store windows or shopping centers. The use of displays as a promotional technique can communicate an important message and reach a different kind of audience. CT-AIASA/TSA has a commercially produced display available on loan to chapters for special occassions, open houses, chapter member recruitments. To schedule use of this display, contact the State Advisor. The display is 8' long and 6' high and has a place for brochures.

BENEFITS OF DISPLAYS TO THE AIASA/TSA CHAPTER

1. A well-designed display has a dramatic impact with color, pictures and movement to which people actively respond.

2. A display can reach an audience that might otherwise not be accessible to the AIASA/TSA chapter.

3. The display can present an idea or promote a point of view in a short time.

4. The display demonstrates the AIASA/TSA students' work and can be a powerful influence for students to take a technology lab or join AIASA/TSA.

PLANNING THE DISPLAY

Answer the following questions:

1. Why are you exhibiting?
2. Who are you trying to reach?
3. What are you going to say in the display?
4. How are you going to say it?
5. Who will be responsible for setting it up?

GUIDELINES FOR EFFECTIVE DISPLAY

1. Keep it simple - don't have too many elements
2. Develop a sketch plan - work it out on paper and refine it until you're satisfied
3. Plan for live action - if using a live performance, keep it to ten minutes or less
4. Exhibit objects carefully - clutter is the most common mistake in displays that feature objects like AIASA/TSA projects

5. Use photographs to make the point - no exhibit photo should be smaller than 11" x 14"
6. Use quality lettering - use a qualified artist or commercially made letters

F. PREPARATION OF NEWS RELEASES AND ARTICLES TO PROMOTE AIASA/TSA

AIASA/TSA can gain and maintain support for their activities by informing the public about them. The preparation of news releases and articles is one good means of informing the public. A "news release" is a news story written in a prescribed style suitable for newspaper publication. The term "article" is used broadly, referring to a completed piece of writing as would be found in a newspaper feature story, a magazine, newsletter or journal.

In preparing a news release or article, you will need to determine what is news worthy, what audience is to be reached and what approach is to be used to reach that audience. The news release or article can provide information for readers and also give your students an excellent learning experience as they participate in its planning and/or writing. The focus of this unit is to help develop the skills needed to prepare news releases and articles for publication.

MAKING THE PLAN

Why? Do you want to inform readers about a new AIASA/TSA program or activity, a state leadership conference or a field trip the students took? Do you want to give recognition to those who have participated?

Who? Do you hope to reach a broad cross section of the public or are you interested in reaching a specific segment of the public?

What? Is the news you want to report news worthy? It should be novel or different.

How? What news outlet serves the segment of the public you hope to reach?

NEWS RELEASE OUTLETS

1. Metropolitan and suburban dailies which serve the community - select items which have widespread interest and deal with or establish a relationship with one of the editors.

2. Special Section - Many dailies have a section that deals with news from a particular region or neighborhood.

3. Weekly Newspaper - Usually 75% of the news in a weekly paper is local.

WRITING THE PRESS RELEASE

1. Use a short word instead of a long one (e.g. "soon" not "imminent")
2. Use a simple word instead of a complex one (e.g. "give" not "contribute")
3. Use an active word instead of a passive one (e.g. "demonstrate" not "understand")
4. Use a specific work instead of a general one (e.g. "12 Foot Long" not "rather long")
5. Be positive not negative
6. Omit unnecessary and redundant words (e.g. "public" not "general public")

GUIDELINES

1. Your news release should always carry the name, title address and phone number of the person responsible for it, (contact person).
2. The date on which you sent the release should appear at the top of the copy.
3. The term SPECIAL tells the editor a special version of the story was written for the paper. EXCLUSIVE means only that paper is receiving the story.
4. If you want it published upon receipt, use the term FOR IMMEDIATE RELEASE.
5. Most editors prefer double spaced typewritten releases.
6. Use margins of 1" and indent paragraphs by five spaces.
7. Double check spelling on all proper names.

G. TELEVISION AND RADIO PRESENTATIONS

A vast number of people in this country receive their information about local and state events through television and radio. These two communications media can provide the resourceful AIASA/TSA advisor with a unique opportunity to publicize the program and increase public awareness of, and in, the efforts of the AIASA/TSA chapter to benefit the students and the school.

Television and radio reach an audience that is not only large, but varied. As the AIASA/TSA advisor, you should know how to use radio to communicate effectively with with the public on the accomplishments, problems and needs of the AIASA/TSA program. This unit will help give you competence in arranging for television and radio presentations. It will provide skill in planning a presentation using a selected medium, preparing an appropriate script, and giving a presentation. It will provide skill in planning a presentation using a selected medium, preparing an appropriate script, and giving a presentation that reaches the intended audience.

IDEAS FOR A TELEVISION AND RADIO PRESENTATION

1. An auto repair clinic with AIASA/TSA students from the auto lab
2. A demonstration on furniture construction and/or finishing with the woods lab
3. The design and detail of a room or furnishings with drafting students
4. The leadership competitive events of the AIASA/TSA program

ADVANTAGES AND LIMITATIONS

1. Because radio and TV can reach such a wide audience, they are more economical than other communication mediums.
2. Broadcasting programs provide the AIASA/TSA chapter with an excellent opportunity to enlist the cooperation of community leaders.
3. TV and radio presentations can also be used to help students learn technology skills and to increase their interest in AIASA/TSA.
4. Using the public access channel is a free source of thousands of viewers.
5. A limitation is that TV and radio are one way means of communication.

TYPES OF MEDIA

1. Radio - AM and FM stations
2. Television, commercial stations
3. Cable TV and Community Access Channels

TYPES OF PRESENTATIONS

1. Spot Announcements - Usually from 10 to 60 seconds. They can be purchased or donated as a "filler".
2. News Items - Available on local stations provided you give them the who, what, when, where and why of the event.
3. Guest appearances - AIASA/TSA members can discuss an important educational issue
4. Panels - Group of AIASA/TSA students can discuss a topic
5. Demonstrations - TV is an effective means to demonstrate skills
6. Interviews - Officers or state champions should be encouraged to provide interviews.

WRITING SCRIPTS

1. Opening words should capture auidence's attention
2. The presentation should be paced to maintain interest
3. Use simple words and present tense
4. Write short, direct, simple sentences in a conversational style
5. Avoid s, z, or soft c sounds as they are difficult to read and not clearly heard
6. Stay strictly within the time limit allowed
7. Rehearse until it's right

USE SUPPORTING MATERIALS AND TECHNIQUES

Use Statistics - facts and figures can be very effective in persuasive talks but can overwhelm the audience if used too much.

Examples and Illustrations - examples and illustrations allow a great deal of flexibility in bringing the subject of a presentation into focus for the audience. They should be geared to the age and educational level of the audience. AIASA/TSA projects and events allow for a lot of concrete examples.

Visual Aids - visual aids are particularly effective for topics that may be difficult to grasp. They can also help reinforce the important points. In planning the, keep in mind the following:

a. keep the ads clear and simple
b. ensure visibility
c. construct visuals appropriately
d. plan for displaying the visual aids
e. check all equipment before its use

H. OPEN HOUSE

Conducting an open house is one technique for reaching one or several groups at a time. An open house is an event in which the general public or selected members of (school personnel, parents, employers) are invited to visit the school to see for themselves the activities of the AIASA/TSA students and how the program operates in the school.

It is, at the same time, a demonstration by the teachers of the qualities of friendliness and cooperation. It is a technique that can involve many technology teachers and students in its planning and implementation.

PLANNING THE OPEN HOUSE

Some of the benefits of the open house to the AIASA/TSA program are:

1. To acquaint prospective students and parents with the opportunities of the AIASA/TSA chapter.
2. To provide an opportunity for students to be given recognition for their work in the program and the quality of their products or services.
3. To develop an awareness on the part of the business community of the need for their support of the AIASA/TSA program.
4. To develop public awareness of the AIASA/TSA program needs in terms of facilities, equipment or expanded offerings.

IDENTIFYING OBJECTIVES AND ACTIVITIES

1. In planning the open house remember that there must be an overall purpose and specific purposes or objectives to be met.
2. The activities should address the objectives of the open house.

PERSONNEL

1. A facilities committee or chairperson
2. A program committee or chairperson
3. A display committee or chairperson
4. Entertainment/Refreshment committee
5. Cleanup or maintenance committee

GUIDELINES

1. Work through the administration in terms of scheduling, custodians and time
2. Publicize it effectively
3. Strive for the maximum involvement of the entire technology department

I. CONDUCT AN AWARDS AND RECOGNITION EVENT

An awards and recognition event gives the students an opportunity to be recognized for their efforts during the year. It also gives the students a chance to thank the members of the community who have supported them.

Students will need guidance in undertaking such an event. This unit is designed to assist you in gaining the skills needed to guide students in the planning and conducting of a successful awards and recognition event.

BENEFITS OF AN AWARDS BANQUET

1. To provide an opportunity for students to express their appreciation to the community members who have supported them during the school year.
2. To recognize those AIASA/TSA members who have won awards, served as chairpersons or distinguished themselves during the year.
3. To demonstrate the ability of the AIASA/TSA students to plan and execute an event.
4. To provide widespread publicity leading to a better public understanding of the AIASA/TSA chapter.

TYPES OF FUNCTIONS

A dinner event is preferred as it may allow more time for community resource personnel to attend. It is more impressive and is a more sociable atmosphere.

A luncheon is advocated as it is a well balanced combination of business and social relationship; is less expensive and is usually less formal. A pot luck dinner is easy and is least expensive. A chairman would only need to purchase refreshments, rolls and dessert.

COMMITTEE ASSIGNMENTS

1. Arrangements - They will make recommendations as to where the event will be held, what time of day and what the menu will consist of.

2. Invitations - They will make up the invitation list and decide if parents, teachers, school administration, business persons, advisory committee, guidance, state legislators and school board members are to be invited.

3. Program - They will determine the activities to take place and prepare a program to be distributed. A typical program will contain:

   - opening ceremony of the organization
   - welcome message by a student
   - introduction of alumni, Board members and other guests
   - luncheon or dinner
   - principal speaker
   - presentation of awards or recognition of community resource personnel
   - presentation of student awards
   - reports on state and national conventions
   - closing remarks

4. Decorations Committee - They should select a theme and decorate to promote it. Using student projects from the various labs is usually effective.

5. Publicity Committee - They must publicize the event including inviting the press and writing and releasing a "press release" on the event.

PROMOTION OF A TECHNOLOGY IMAGE

It is important that all aspects of the AIASA/TSA program promote a technology image. Technology represents continued learning or life long education. This is one of the most significant concepts that each AIASA/TSA student must learn. The skills they acquire in their technology labs are those they'll have for a lifetime.

The AIASA/TSA chapter promotes this concept of life time learning by:

- using the term technology instead of the far more limited terms Technology Education

- identifying the technology rooms as labs instead of calling them classrooms/shop

- involvement of the community as sponsors of technology events so students and the school can benefit from new developments in the field and new equipment

- a professional image and atmosphere in all technology programs (i.e., uniforms, safety glasses, strict housekeeping)

- investment in the latest equipment in each technology lab

- sponsorship of at least one student in each technology subject by a local civic organization, labor union or area employer to state and/or national competitive events

ACTIVITY FOR SEPTEMBER: LEADERSHIP DEVELOPMENT WORKSHOP

PURPOSE: A leadership development workshop is both an effective training activity and a practical way to publicize the AIASA/TSA program.

WHEN: The end of September is a good time for a leadership workshop. It is early enough for interested students to be recruited as new members but late enough for members who joined earlier to participate in this workshop.

WHERE: The AIASA/TSA meeting room or the school auditorium.

RESPONSIBILITY: The advisors should involve themselves, the district staff development coordinator and the state advisor from the State Department of Education.

PROCEDURES:

1. Develop a plan or agenda
2. Print sufficient AIASA/TSA workbooks for each participant
3. Ask each technology class to send one or two students
4. Invite all present AIASA/TSA members
5. Explain the importance of leadership and decision making
6. Show slides of successful chapter events and activities
7. Involve everyone in smaller teams or buzz groups
8. Photograph or videotape the workshop and include it in the chapter scrapbook
9. Prepare a news release

ACTIVITY FOR SEPTEMBER: MEMBERSHIP CAMPAIGN

PURPOSE: An effective publicity program is the best way to promote an interest in technology and in the students joining AIASA/TSA.

WHEN: September is a good month for publicity. Students are planning their activites for the school year and are usually available for a new activity.

WHERE: Publicity can be in a specific form in any of the technology or vocational classes. There should be a general campaign throughout the school.

RESPONSIBILITY: Initially the chapter advisor must take the initiative. Once a chapter has established a membership and/or publicity committee, then it should take the responsibility for planning and conducting the campaign.

PROCEDURES:

1. A publicity committee is formed
2. A schedule and plan is established and submitted to the advisor
3. Activities and benefits are listed and explained
4. Bulletin board(s) and/or displays of technology products are set-up outside each technology class.
5. Each technology student, present and past, receives an invitation to join the chapter.
6. Copies of the AIASA/TSA newsletter are distributed and mailed.
7. Sponsorship of area business is requested.
8. A membership incentive plan is established.
9. A recruitment goal is established.

ACTIVITY

FOR PREPARATION OF FUND RAISER/CATALOGUE EVENT

OCTOBER

PURPOSE: To give the students a technological experience that will also help them raise funds for chapter activities.

WHEN: October is the best time to prepare the holiday catalogue. It will allow sufficient time for the sales committee to collect orders and for the production committee to make them for holiday distribution.

WHERE: The graphics lab, particularly if they have offset equipment.

RESPONSIBILITY: The chapter should form a sales committee to select items and a production committee to make them. Items should have a popular appeal and should be those that can be produced by the technology classes.

PROCEDURES:

1. Survey the school to determine the printed, wood or metal items that would sell well during the holidays. (Hint: get the assistance of the marketing class)
2. Work with the technology teachers and their classes to identify those items they could produce in their classes.
3. Illustrate the products in a catalogue.
4. Price each item allowing a reasonable profit.
5. Print the catalogue in the graphics lab as a project.
6. Distribute the catalogues with order sheets enclosed.
7. Give each chapter member a catalogue and order form.

ACTIVITY FOR NOVEMBER	OFFICER NOMINATION CONVENTION
PURPOSE:	To encourage leadership roles in the chapter by holding a convention to nominate a slate of chapter officer candidates.
WHEN:	September is a good time to publicize the chapter and generate additional interest and memberships.
WHERE:	School Auditorium
RESPONSIBILITY:	The executive council for last year should be invited to explain the roles of each officer and accept at least two nominations for each office.
PROCEDURES:	1. Invite members from last years' executive council to conduct the convention. 2. Hold a workshop on Roberts Rules of Order. 3. Hold the nomination convention with all members present. 4. Explain the responsibilities of each officer. 5. Accept at least two nominations for each position. 6. Allow a one week campaign. 7. Hold the election. 8. Have members fill out officer candidate form. (See Appendix) 9. Release a news article on "new" officers.

ACTIVITY

FOR

DECEMBER

HOLIDAY FOOD DRIVE

PURPOSE:

To involve the membership in a meaningful community service activity.

WHEN:

The two weeks prior to the holiday recess.

WHERE:

The entire school with the support of the business community.

RESPONSIBILITY:

A community service committee should be formed to coordinate this activity. The entire membership must participate in it with the support of the school and business community for it to be a success.

PROCEDURES:

1. Develop a community service activities committee to coordinate the food drive.
2. Make daily announcements asking the students to bring in at least one non-perishable food item per day.
3. Visit the technology classes and ask the students to make a donation.
4. Ask local business to donate to the food drive.
5. Sponsor a pizza party for the homeroom or club that brings in the most items. Post charts outside each room. Have a large "pie" chart in a prominently displayed area.
6. Take all of the money donated to a local supermarket and ask the store manager to match it by giving twice it's value in non-perishable food items.
7. Deliver all items to the food bank in your area.
8. Request a letter of appreciation from the food bank for the chapter scrapbook.
9. Release a news article on the event.

ACTIVITY FOR DECEMBER: HOLIDAY PARTY FOR UNDERPRIVILEGED CHILDREN

PURPOSE: Hold a holiday part for both the CT-AIASA/TSA members and a group of underpriviliged children.

WHEN: A few days before the holiday recess.

WHERE: A facility that provides care for disadvantaged children. Possibilities include: a special education classroom, the head start program, a low income day care center, or even a day care center for the elderly.

RESPONSIBILITY: The social activities committee.

PROCEDURES:

1. Establish a committee to handle social activities.
2. Call the social services department at the town hall for a list of programs serving needy children.
3. Schedule a holiday visit to one of these programs.
4. Plan the party so that it includes both structured and free time activities.
5. Bring a wrapped gift for each child from the AIASA/TSA gift catalogue.
6. Rent or purchase a Santa Claus suit.
7. Pay or hire the foods lab to bake cookies or cakes for the party.
8. Bring holiday music and/or christmas songs.
9. Contact local paper for story and photos.

ACTIVITY

FOR

JANUARY

TECHNOLOGY LAB OPEN HOUSE

PURPOSE:

To hold an open house that features all of the technology labs and AIASA/TSA activities. This will promote an interest in technology training and AIASA/TSA.

WHEN:

Many students elect their courses for the next school year in late winter or early spring. Having an open house in January is an effective time to show potential students and their families the benefits of technology education.

WHERE:

All technology classes with the other elective areas (business, foods, school store) being involved.

RESPONSIBILITY:

1. Hold a meeting of the technology classes.
2. Set a date for the open house.
3. Involve the AIASA/TSA Chapter in preparation for the date.
4. Develop a schedule of activities, demonstrations and displays of technology and AIASA/TSA students.
5. Print and distribute copies of the schedule or map in the graphics lab. A mailing to the entire school and insertion in the local newspaper is recommended.
6. Ask as many students as possible to participate actively by being in the labs to explain or demonstrate their projects. Parents, neighbors and friends will attend to see someone they know.
7. Invite the local newspaper to attend as your guest.
8. Pay or hire the foods lab to set-up refreshment tables.

ACTIVITY FOR FEBRUARY: A VALENTINE DAY ACTIVITY AND FUND RAISER

PURPOSE: To hold a Valentine Day activity to promote interest in AIASA/TSA and to raise funds for a favorite charity.

WHEN: The final school day before Valentine Day.

WHERE: Outside the school cafeteria or library.

RESPONSIBILITY: The fund raising committee should plan and coordinate this activity with the support of the membership to deliver the messages.

PROCEDURES:

1. Hold a meeting of the fund raising committee to identify the specific items to be sent. Possibilities include:
   a. candy kisses with a valentine message;
   b. candy hearts with a preprinted message;
   c. a flower with a message;
   d. messages only, preprinted or original.
2. Establish a sales subcommittee to accept orders.
3. Print order forms which include either the message or a space for an original message. (Some schools will only allow a preprinted message). Include the AIASA/TSA emblem on all forms.
4. Make frequent announcements to publicize the activity. Post posters and flyers.
5. Identify a charity to be the beneficiary of the profits. (Heart Week is in February).
6. Set-up tables in the cafe or outside the library to sell the messages.
7. After school, get all of the packages ready for delivery.
8. Deliver the product and messages during homeroom.

ACTIVITY FOR FEBRUARY: SPONSOR A COMMUNITY/SCHOOL PROJECT

PURPOSE: To involve the students in a community activity that will remind all of them the schools function as a part of the community. It will also help promote National Vocational Education Week.

WHEN: February is the middle of the school year and the month in which National Vocational Education Week is held.

WHERE: The technology classes that can provide a specific service to the community. The involvement can be within the technology labs or in the community.

RESPONSIBILITY: Each technology teacher can coordinate their efforts for their own class. The executive council (AIASA/TSA leadership) can coordinate the Vocational Education Week Activities.

PROCEDURES:

1. Contact local service clubs early in the month to determine what projects they have planned. Examples include: Rotary, Civitan Kiwanis, Lions, Elks.
2. Hold an AIASA/TSA meeting to select the project the members will support.
3. If a community organization is not sponsoring an appropriate activity, then prepare your own.
   a. small appliance repair in the electronics lab;
   b. repair or sharpen metal kitchen or garden tools in the metals lab;
   c. staff the phone banks to accept donations for the local Public TV stations;
   d. collect eyeglasses for the Lions Club;
   e. staff the ticket booth, serve as guides or sell the refreshments for the Chamber of Commerce product show or an athletic event.
4. Include a summary project or display for National Education Week.
5. Prepare news release of event.

ACTIVITY FOR MARCH: LOCAL AIASA/TSA COMPETITIONS

PURPOSE: Holding local AIASA/TSA competitive events is an excellent activity to prepare the membership for the state conference. It also helps the advisor to identify those members in each event that should compete at the state level and in the process promotes interest in AIASA/TSA.

WHEN: Early March is a good time for local competitive events. The students have received enough training to prepare for the events and there is still time to get additional training before the state conference.

WHERE: In those technology labs that teach a skill represented by an event and general classrooms for the leadership events.

RESPONSIBILITY: The advisor will need the assistance from the technology teachers, local business and the state advisor.

PROCEDURES:

1. Identify the skill areas taught in the school for which there are AIASA/TSA skill events.
2. Distribute descriptions of the events and their rules.
3. Identify AIASA/TSA students in each area that are interested in the competition.
4. Ask local technology teachers and area business persons to set-up the events and serve as judges.
5. Identify students interested in competing in leadership events.
6. Ask local English teachers or business persons to judge those events.
7. Prepare certificates for the winners of each event.
8. Hold the events and include an award ceremony with the school and local newspapers as your guests.

ACTIVITY FOR MARCH: SPONSOR A CAREER DAY

PURPOSE: To help the students learn about the occupational and educational opportunities available to them. They will be in a better position to make informed career goals after graduation.

WHEN: March is the start of Spring when many students begin finalizing their educational and occupational plans.

WHERE: The school library or gym.

RESPONSIBILITY: A committee of AIASA/TSA members should plan and coordinate this activity. The support of a secretarial/office training program from the business program is also desirable.

PROCEDURES:

1. Form a committee to plan the activity.
2. Set a date and reserve the library or school gym.
3. Prepare a list of potential exhibitors. Possibilities include:
   a. local, state, community or private colleges;
   b. private trade schools;
   c. major regional corporate employers;
   d. local business, stores or restaurants;
   e. personal and employment agencies;
   f. Connecticut Jobs Service.
4. Send a letter inviting the exhibitors to the career day.
5. Make follow-up calls to insure at least (25) exhibitors.
6. Set-up tables with signs for each participant.
7. Invite the entire school and the general public.
8. Prepare news releases of event.

ACTIVITY FOR MARCH

EDUCATION FIELD TRIPS OR GUEST SPEAKERS

PURPOSE:

To give the students specific information about local employers. The involvement of community resources in the AIASA/TSA program is an important step towards gaining the private sector's future support and sponsorship of AIASA/TSA events.

WHEN:

Spring is a period of intensive career planning and the students need the specific career information from the community resources to make sound career plans.

WHERE:

Each technology class and/or the local business members of the community.

RESPONSIBILITY:

The technology education teacher/advisor should invite speakers from community resources which are technology related business. The support of the school administration is also necessary.

PROCEDURES:

1. AIASA/TSA members should give their advisor the names of parents, relatives and neighbors who are willing to serve as resource persons.
2. A directory of community resources and personnel should be published.
3. Students should discuss the available resources and make suggestions as to those they feel would be most interesting and helpful.
4. Keep the principal informed of all resource persons invited into the school.
5. Ask the graphics lab to print Certificates of Appreciation to present to each guest speaker.
6. Prepare news release of event.

ACTIVITY FOR APRIL: PRODUCE AN INSTRUCTIONAL VIDEO

PURPOSE: AIASA/TSA students have acquired a variety of technical skills. By producing an instructional video in one of these skill areas, they can provide a valuable public service while gaining additional experience.

WHEN: The end of April is a good time as it is before summer and many people are project oriented at this time of the year.

WHERE: The instructional materials lab/AV center of the school.

RESPONSIBILITY: Those students with the highest skill area in the subject of the video.

PROCEDURES:

1. Hold meetings of the technology teachers to identify areas that could be the topic of an instructional video. Possibilities include:
   a.) auto repair;
   b.) furniture making;
   c.) wood refinishing;
   d.) electrical repair;
   e.) telecommunications.
2. Write a script for the video.
3. Arrange for the instructional materials department to video tape the demonstration.
4. Ask a local business to sponsor the tape.
5. Have AIASA/TSA members demonstrate the subject and make a video of it.
6. Edit the tape into a interesting finished product.
7. Show the video over the community access channel of cable TV.

ACTIVITY FOR APRIL

PREPARE AN AIASA/TSA NEWSLETTER

PURPOSE:

All of the chapter's activities can be reported in a newsletter. This will give important recognition to those who have worked hard to make the chapter a success. It is also a related activity for the graphics lab.

WHEN:

Although the newsletter can be printed during any month, April is a good time. It is late enough in the year to include information about the chapter's activities, particularly the state conference but early enough to help publicize and recruit members for next year.

WHERE:

The Graphics Lab

RESPONSIBILITY:

The publicity committee with the assistance of the graphics lab.

PROCEDURES:

1. The publicity committee must decide upon a format.
2. Assignments must be made. Several students must serve as reporters, editors and a technical committee must actually print it.
3. An issue should be well balanced so it contains news for a varied readership. Topics or regular features may include:
   a. chapter activities including civic or educational.
   b. feature story on an AIASA/TSA committee chairperson
   c. story on an AIASA/TSA sponsor or community resource
   d. the results of the state conference
   e. AIASA/TSA members' products available for sale
4. The newsletter should be distributed to the entire faculty, all of the technology students and as many local business persons as possible.
5. A local employer should be asked to sponsor the cost of the newsletter.

ACTIVITY

FOR FUND RAISER

MAY

PURPOSE: By the end of the year, the treasury is usually low. The chapter has significant expenses in the national conferences and an end of the year recognition function.

WHEN: May is usually the final opportunity for an end of the year fund raiser.

WHERE: In the technology classes and/or the community

RESPONSIBILITY: The AIASA/TSA fund raising committee

PROCEDURES:

1. It is always helpful to have a treasury with sufficient funds for the end of the year activities. Hold an AIASA/TSA meeting so the members can support a final effort.
2. Invite several salespersons in to present a workshop on effective sales techniques.
3. Select a product to sell or a service to provide. Some possibilities include:
   a. candy sales (if the school allows them)
   b. vegetable and flower plants
   c. towels or other summer products
   d. mothers and fathers day greeting cards printed in the graphics lab
   e. a car wash and/or cooling system check in the auto lab.
4. Keep records and recognize the top fund raiser at the awards banquet.

ACTIVITY FOR MAY: SPONSOR AN ORIENTATION PROGRAM FOR NEW STUDENTS

PURPOSE: The new students entering the school are apprehensive about leaving a familiar school and beginning a new environment. Particularly of concern is that they are the youngest students and they need some peer contact to make a good adjustment.

WHEN: Most orientation programs take place in May

WHERE: The entire school with an emphasis upon the technology labs.

RESPONSIBILITY: Each committee chairperson and officer

PROCEDURES:

1. Hold a meeting to organize the orientation program.
2. Assign an AIASA/TSA member to interview each department head and determine what information they'd like the students to pass along about their area.
3. Work closely with the Guidance program to develop the orientation program.
4. Plan to invite the future 9th grade (if a high school) or 6th grade (if a middle school).
5. Have each technology student take the students on a tour of the school in groups of 10-12.
6. Insure that the technology labs have displays of student projects.
7. The AIASA/TSA officers should give a presentation about the chapter.
8. Provide a simple student-produced give away; button, folders or pamphlets with school name and AIASA/TSA logo.

ACTIVITY FOR JUNE: END OF THE YEAR RECOGNITION BANQUET

PURPOSE: An end of the year recognition banquet is an important way to end the year and to recognize those members, chairpersons and sponsors who have worked to make the chapter a success.

WHEN: June is the end of the school year and the best time to recognize those who have worked to make the chapter a success.

WHERE: One of the foods labs or the school cafeteria

RESPONSIBILITY: Members of the executive council should take the initiative with the support of a committee to plan and hold the recognition activity.

PROCEDURES:

1. Establish a committee to plan the recognition activity.
2. Set-up a program to include the agenda of the banquet. Some of the activities include:
   a. welcome message
   b. student recognition awards
   c. community resource awards or recognition
   d. AIASA/TSA leadership recognition
   e. committee chairperson recognition
3. Plan the menu for the activity. A luncheon is usually less expensive than a dinner. A pot luck supper is least cost of all.
4. Establish a budget with the school, sponsors or students paying for the activity.
5. Ask the graphics lab to print invitation, programs and certificates. Invite all chapter members, their families, past members and state officers.
6. Ask the woods lab to make plaques.
7. Hold the recognition program with local employers, school administration and the Board of Education as your guests.
8. Invite the local newspaper to cover the affair.

ACTIVITY FOR JUNE: END OF THE YEAR SUMMARY PROJECT

PURPOSE: To give each student an opportunity to participate in a summary class project. The project can be a means for the technology student to evaluate the AIASA/TSA student's knowledge of that activity and will also help future students to learn about the activity on a peer level.

WHEN: June, since it's the final month of school

WHERE: In each technology class or lab

RESPONSIBILITY: Each technology instructor and/or AIASA/TSA advisor

PROCEDURES:

1. Each student must identify a topic, project or activity they would like to explain.
2. Each student will discuss their idea with their teacher for final approval.
3. The guidelines for each project will be established including the format and schedule.
4. The students will work on their projects during class in the library and as homework.
5. The projects will be written descriptions of how to perform a technology task based upon the students' own experiences. Examples may include:
   a. building furniture in the woods lab
   b. repairing an auto in the auto lab
   c. electrical wiring or troubleshooting
   d. soldering in the metals lab
   e. design a house using CAD in computer lab
6. The teacher should edit the papers and hve them typed, giving a copy to each student.
7. A copy of each project can be given to new students to help them with the task explained and to show them how effective AIASA/TSA was to their peers.

SECTION #6

CONFERENCES AND COMPETITIVE EVENTS

Each year students involved in technology activities have an opportunity to use the skills and knowledge gained through their classes to compete on the local, state and national level. AIASA/TSA activities, as an integral part of lab work, lend themselves to preparation for competitive events.

Competitive events on the state level are broken down into two levels (See CT-AIASA/TSA General Rules) and fall into three categories:

1. Leadership Event
2. Individual Skill Events
3. Team Events

AIASA/TSA events are further broken down into the major areas of technology: Communication Area, Construction Area, Manufacturing Area and Transportation Area with the fifth area being AIASA/TSA Leadership/Recognition Events.

Many competitive events relate directly to a technological area and curriculum. Events can be used to motivate students to learn, explore, evaluate and demonstrate problem solving skills taught in the laboratory. These events can also provide a fun and challenging way to get students directly involved in their own learning environment.

Almost all students give oral reports at some time - that is nothing more than a "prepared speech". A report on a topic is either a "research paper" or a "technical report". A logo design in a Communication lab is easily a Graphic Logo/Graphic Arts Event.

The competitive events are set up in such a way as to fit almost any curriculum and enhance that curriculum. Remember that a State or National Conference provides the opportunity for you and your students to put to the test skills and abilities learned in a technical laboratory.

The following is the "General Rules - Connecticut Association AIASA/TSA Competitive Events" for 1987. These general rules and the events are undergoing revision and updating to keep them current with technology. Connecticut events mirror the National events as close as possible. Not all Connecticut events are National events and not all National events are offered on the state level. States try out and submit events they find suitable to their individual state for national consideration.

The major activity at a State or National Conference is the competitive event but it is by far not the only event that takes place at a conference. A primary part of a conference is the fun, fellowship and leadership that takes place. Staying in a hotel, eating out, visiting other places away from home. Students have the opportunity of meeting new friends, exchanging ideas and gaining new experiences.

Students are also involved in leadership events; workshops, running for State or National Office, electing officers, conducting the business of the association.

Students see and participate in democracy in action at their annual business meetings. State and National Conferences are well worth the time and effort needed to attend! For the latest set of General Rules, contact the State Advisor.

GENERAL RULES
CONNECTICUT ASSOCIATION
AIASA/TSA COMPETITIVE EVENTS
- 1988 -

I. The approved competitive events are the Advisor of the Year Award, CAD, Chapter Record Book, Chapter Team Competition, Creed Event, Drafting/Drawing Interpretation, Dream House, Electronics, Industrial Bowl Written Event, Graphic Logo/Graphic Arts Event, Industrial Bowl Oral, Line/Mass Production Event, Bridge Building, Station Symbols, Energy Conservation, Metric 500, Outstanding School Award, Outstanding Student Award, Extemporaneous Speaking, Prepared Speaking, Research Paper, Safety Poster, Small Gas Engine, Technical Report Writing.

II. Divisions and Participation

A. Level I - Junior High School (up to grade 8)

This is officially for those schools classified as Middle Schools, or Junior High Schools and containing any or all of the grades up to grade 8.

B. Level II - Senior High School

This is officially for High Schools containing any of grades 9-12.

C. Participation

1. Team or Chapter events will enter the Divisional Level according to official school classification.

2. Individual members will enter the Divisional Level Entry according to grade level during current school year as follows:

a. Level I - Up to grade 8
b. Level II - Grades 9-12

III. Awards

A. Trophies or plaques will be presented as indicated in each event guideline.

B. First (1st), second (2nd), and third (3rd) place awards in each Division will be presented at the Awards Ceremony.

C. A chapter must be present and participating in the conference in order to receive CT-AIASA/TSA awards.

IV. National TSA Competitive Events

National Competitive Events are being revised and updated on a planned basis to keep up with our expanding technology. New events come from individual states and are considered and demonstrated at the National Conference.

The following "General Rules - TSA Competitive Events" are the revised rules for 1988. For a complete set of rules on each event, contact the State Advisor or National Office.

GENERAL RULES

TSA COMPETITIVE EVENTS

I. The officially approved competitive events are:

Bridge Building I & II
Computer-Aided Design/Drafting (CADD)
  Architectural I & II
  Mechanical I & II
Construction I & II
Chapter Team I & II
Creed I
Drawing Interpretation I & II
Dream House I & II
Electricity/Electronics I & II
Engineering Problems I & II
Extemporaneous Speech I & II
Graphic Logo I & II
Technology Bowl I & II (oral and written)
Manufacturing Prototype I & II
Material Processes I & II
Metric 500 I & II
Outstanding TSA Advisor I & II
Outstanding TSA Chapter I & II
Outstanding School I & II
Outstanding TSA State I & II
Prepared Speech I & II
Radio Control Transportation I & II
Record Book I & II
Research Paper II
Safety Poster I & II
Technical Report Writing I & II
Technology Process Display I & II

II. Levels of Competition

A. The following breakdown of grades is used as a basis for competitive events entries:

Level I - Middle Schools and Junior Highs
Grades 6, 7, 8 (9)

Level II - Junior Highs and High Schools
Grades (9), 10, 11, 12

Ninth graders may compete in individual competitive events according to the level which corresponds with their official school classification. (If the ninth grade is housed at the high school, then the student will enter Level II competition. If the ninth grade is housed at the junior high, then the student will enter Level I competition. Students may compete in only one level.)

B. A student in a Level I chapter may not be used to compete in Level II team events.

III. Participation in Competitive Events

A. TSA members, advisors, and chapters must be in good standing with TSA in order to enter any competitive event.

B. Students and advisors must be registered and in attendance at the National Conference in order to enter and become finalists in competition.

C. TSA membership rights extend through the year of graduation. It is permissible for students who graduate at mid-term to compete at the National Conference which immediately follows their graduation.

D. Advisors will be entered in the same level their chapter is entered.

E. Conference participants may enter a maximum of six (6) competitive events.

F. Contestants are entitled to have only one (1) entry per event (e.g., only one Metric 500 car or only one safety poster, etc.)

G. In chapter and team events, a TSA chapter must enter according to the level which corresponds to its official school classification. (For example, Thompson Jr. High must enter the Level I chapter team competitive event. Any chapter which has both Level I and II members may enter only as a Level II chapter.)

IV. Restrictions on Individual and Team Entries

A. A student may enter only one (1) of the following events:

1. Creed
2. Extemporaneous Speech
3. Prepared Speech

B. A student may enter only one (1) of the following three (3) interview events:

1. Electricity/Electronics
2. Outstanding TSA Chapter
3. Outstanding TSA Student

C: No more than two (2) entries per event per chapter in each of the following:

1. Creed
2. Drawing Interpretation
3. Electricity/Electronics
4. Engineering Problems
5. Extemporaneous Speech
6. Graphic Logo
7. Manufacturing Prototype
8. Metric 500
9. Prepared Speech
10. Research Paper
11. Safety Poster
12. Technical Report Writing

D. No more than one (1) entry per chapter in:

1. Bridge Building (2 students per team)
2. Chapter Team (6 students per team)
3. Computer-Aided Design/Drafting (Each state association will determine the national finalist for that state.)
4. Construction (2 students per team)
5. Dream House
6. Material Processes
7. Technology Bowl - Oral (3 students per team)
8. Technology Bowl - Written (up to 3 students per chapter)
9. Outstanding TSA Advisor
10. Outstanding TSA Chapter
11. Outstanding TSA Student
12. Radio Control Transportation (one team of 3)
13. Record Book
14. Technology Process Display

E. Contests which require a pre-conference mail-in deadline to be met:

1. Computer-Aided Design/Drafting (CADD)
2. Material Processes
3. Outstanding TSA Advisor
4. Outstanding TSA Advisor
5. Outstanding TSA Student
6. Research Paper

V. Awards

A. Awards will be presented to the winning entries in each competitive event at the awards presentation ceremonies. First-, second-, and third-place awards will be presented in the events as listed under Section I of the General Rules.

B. Finalists will be identified in all events. Those not receiving an award will receive recognition at the awards presentation by introduction. They will also receive a certificate at a later date. The number of finalists for a given event will be determined for each level and event as follows:

1. 7 or less entries	4 finalists
2. 8-12 entries	6 finalists
3. 13-17 entries	8 finalists
4. 18-23 entries	9 finalists
5. 24 or more entries	10 finalists

C. First-, second-, and third-place awards are included in the number of finalists.

VI. Participation

A. It is the intent of TSA, Inc., to involve as many different TSA members as possible for competitive events and recognition in a setting of fair-play practices and guidelines.

B. In the event a question or problem arises that has not been covered in the "General Rules" or the individual competitive event guidelines, the Rules Interpretation Panel will render a decision for the conference.

Should a conflict develop that prevents a member from participating in more than one event, the contestant will decide which contest entry will be eliminated.

C. It will be the individual responsibility of all contestants to obtain all rules and guidelines for concerned events. Lack of knowledge or understanding about a particular event will not be reason or excuse for individual change or adjustment consideration.

D. Contest concerns during the TSA National Conference for any event should be submitted in writing to the Rules Interpretation Panel.

VII. Pre-Conference Mail-In Contests

A. Each entry must be postmarked by May 1 and sent by registered mail. Please refer to the National Conference Packet for addresses.

Contestants will be notified when:

1. The entry is received by the coordinator, to notify contestant that the entry has been received and recorded.

2. The finalists have been chosen, to notify the contestants of their status as finalist for that particular event.

B. Format to be used

All contestants in Outstanding Chapter, Outstanding Student, Outstanding Advisor, and Research Paper for Level II shall photocopy the format pages from the Competitive Events Guidelines for use in submitting an entry into these events.

VIII. Recording Devices - No recording devices will be allowed in any competitive event.

IX. National Conference and Competitive Events Dress Code

Chapter and State Advisors are responsible for seeing that all delegates wear official TSA dress, business-like attire, and/or appropriate dress as the

occasions may demand. The official TSA dress and casual TSA wearing apparel are considered appropriate dress for all conference activities. From the first scheduled TSA activity throughout the conference, all registrants shall adhere to the dress code requirements as listed below. It is the responsibility of the chapter and state advisors to see that his/her delegation complies with the rules established for proper dress.

All conference participants must be in official TSA dress, business-like attire, or official TSA casual dress when in conference activity areas. Casual TSA dress or state and conference T-shirts will be acceptable attire during the mixer and state delegation meetings unless otherwise stated prior to or during the conference.

During all competitions, students must wear official TSA dress or business-like attire!

All Occasions:

A. Official TSA dress:

Blazer:	navy blue with TSA patch
Tie or Scarf:	scarlet red
Shirt or Blouse:	white, with collar
Pants or Skirt:	light gray
Shoes:	black
Socks:	black or nylon hosiery

B. Business-like attire will minimally be considered to include:

Collared shirt/blouse
Long pants (preferably dress slacks)
Dresses/skirts
Socks/hose
Dress shoes

C. Casual TSA dress:

TSA Windbreaker:	ivory-red/blue stripe and emblem
TSA Sweater:	TSA blue
TSA Vest:	TSA blue

Conference identification badges must be worn by registrants at all times!

AIASA STATE AND NATIONAL CONFERENCE
CONDUCT PRACTICES AND PROCEDURES

1. "Delegate" shall mean any AIASA/TSA member (voting/non-voting) attending the State or National Conference.

2. There shall be no defacing of public property. Any damage to the property or furnishings in the hotel rooms or building must be paid by the individual(s) or chapter(s) responsible.

3. Delegates shall keep their advisors informed of their activities/whereabouts at all times.

4. Delegates should be prompt and prepared for all activities.

5. Delegates should be financially prepared for all possibilities.

6. Delegates, not staying at the official conference hotels, shall be off the hotel ground by curfew or immediately following the last scheduled event.

7. Dates shall be permitted to authorized activities only. Only by permission of chapter advisors will dates be permitted between AIASA/TSA delegates.

8. No alcoholic beverages or narcotics, in any form, shall be possessed by delegates at any time, under any circumstances.

9. Smoking in public will not be permitted since a delegate in AIASA/TSA dress is officially representing a state and/or national association of AIASA/TSA.

10. No delegates shall leave the conference hotels (except for authorized events) unless permission has been received from chapter/state advisors.

11. Delegates and Voting Delegates are required to attend all general sessions and activities assigned, including workshops, competitive events, committee meetings, etc., for which they are registered, unless engaged in some specific assignment taking place at the same time.

12. Identification badges must be worn at all times by all persons in conference attendance.

13. Both State and Chapter Advisors will be responsible for their delegates' conduct.

14. Delegates violating or ignoring any of the conduct rules will subject their entire delegation to being unseated and their candidates or competitive events participants to being disqualified. Individual delegates may be sent home immediately at their own expense. Curfews will be enforced (all delegates will be in assigned rooms by the announced times).

15. Casual wear will be accepted only during specific social functions, as designated.

ACHIEVEMENT PROGRAM

I. Purpose

This individualized Achievement Program is designed to help each AIASA member exert greater effort in his/her industrial arts program through motivational activities and to be recognized for this effort.

II. Objectives

The primary objectives of this Achievement Program are to:

- o Inspire AIASA/TSA members to attain the high goals and ideals of AIASA/TSA
- o Promote active participation at the school, community, state and national levels
- o Provide opportunities that will assist in making informed and meaningful career and educational choices
- o Assist in the development of leadership and/or followership abilities
- o Recognize participation in industrial arts and in AIASA/TSA

III. Nature of Activities

Every AIASA/TSA member can choose from over 120 suggested activities contained within the four major program areas of:

1. Career/Personal Planning
2. Leadership Development
3. School/Community Service
4. Industrial/Safety

Point values are assigned to each activity and the total points accumulated determine type and level of recognition.

IV. Recognition Awards

A Bronze Award is earned when a total of 100 points has been accumulated and should be presented at a local chapter function.

A Silver Award is earned when a total of 200 points has been accumulated and should be presented at a state activity -- such as the State Conference.

A Gold Award is earned when a total of 300 points has been accumulated and is presented at the annual TSA National Conference.

For Bronze and Silver Awards both an award pin and/or certificate of accomplishment are available from Balfour Supply Service -- at a nominal cost. Gold Award pins and certificates will be secured by National TSA for presentation.

IV. Getting Started

Any AIASA/TSA member interested in participating in this Achievement Program may do so by ordering a copy of the Achievement Program booklet from the TSA National Office, 1914 Association Drive, Reston, Virginia, 22091. Please enclose $1.50 for each program booklet ordered, to cover printing and handling charges.

APPENDIX

HISTORY OF AIASA/TSA

The idea of an Industrial Arts Club began many years ago in many different schools. Teachers provided after school activities for interested I.A. students. The American Industrial Arts Association (now the International Technology Education Association - ITEA), recognized these "clubs" and worked to assist them. In 1965 at the Tulsa AIAA Conference, the American Industrial Arts Association Student Clubs were officially organized and 1967 brought about the division of the American Industrial Arts Association Student Clubs separated into: 1) American Industrial Arts Student Association and 2) the Industrial Arts College Clubs.

In 1977 the executive board of AIASA/TSA took action to allow the American Industrial Arts Student Association to incorporate as a legal body and seek its own identity. This action led to the tremendous growth of AIASA/TSA in the past ten years.

The United States Office of Education recognized AIASA/TSA in 1978 as the official "vocational" student organization for Industrial Arts students. AIASA/TSA also established an official Board of Directors.

1978 brought about the first national chartering of seventeen state associations at the AIAA National Conference. That year AIASA/TSA students were represented at the meeting of the National Coordinating Council for Vocational Student Organizations.

In 1979 at Memphis, Tennessee, the first AIASA/TSA National Conference was held independent of the American Industrial Arts Association and eleven more state associations were chartered. Connecticut AIASA/TSA was chartered at that conference. The next nine years saw a growth from 6,000 members to 53,000 members in thirty-nine chartered states.

HISTORY OF CONNECTICUT ASSOCIATION OF AIASA/TSA

Connecticut AIASA/TSA began in the summer of 1978, when 15 teachers met with the State I.A. Consultant, David M. Mordavsky and Ron Applegate, Executive Director of AIASA/TSA. At the meeting, CT-AIASA/TSA goals and objectives were explained and a decision was made to have a formative meeting in September.

On September 22, 1978, 20 students and teachers met at M.T. Sheehan High School in Wallingford and heard David Mordavsky and Ron DeGregory speak on how to start a chapter and organize AIASA/TSA activities. A constitution was discussed and a constitutional committee meeting set for October 16, 1978 in Hartford.

On October 16, 1978, the constitution was ratified and a format set for the election of State Officers. Chapter applications chartered chapters. (See list #1 in Appendices for first nine chapters). The state charter fee of $50.00 was donated by the Connecticut Industrial Arts Association.

State Officers election was held December 6, 1978 and a slate of five officers were elected. They were David Suraci, President from Hamden High School, James Sayer, Vice President from RHAM Junior High School, Aliza Jenkins, Reporter from O'Brien Middle School, Mark Breadheft, Secretary from RHAM Junior High School, and Mark Penney, Sergeant-at-Arms from O'Brien Middle School.

In December, 1978, eight chapters and their delegates along with the State Officers attended the first Connecticut Council of Vocational Student Organization's Leadership Development Seminar in New Haven. Jeff Short, National TSA President from Oklahoma also attended. This was the first chance the State Officers had to meet with a National Officer to discuss TSA, its national activities and the upcoming National Conference in Memphis, Tennessee.

Two more chapters were added that spring for a total of eleven chapters the first year. The first Chapter Officer Training Conference was held in March, 1979. As part of that conference the AIASA/TSA Creed event was formulated. This was CT-AIASA/TSA's first and "own" event. Plans were made for the first State Conference to be held May, 1979, in conjunction with the CIAA Spring Conference. By the time the State Conference came, Connecticut AIASA/TSA membership stood at 270 students.

The First State Conference consisted of 12 events and was run over a period of one day at Central Connecticut State College. State Officers were elected at the conference. To round out the beginning year, 19 students from Connecticut accompanied by five adults including two chapter advisors as well as the state advisor, attended the National American Industrial Arts Student Association Conference in Memphis, Tennessee in June, 1979. The Chapters attending were RHAM Junior High School, O'Brien Middle School, Lyman Hall High School and Hamden High School. Many finalist certificates were taken by the Connecticut students including the only first place trophy at a National Conference by a Connecticut student that year. Dino Fusco, a 7th grader from RHAM Junior High School placed first in Extemporaneous Speaking Level I. The Connecticut Association also received its state charter. The Connecticut delegation placed 5th in Level I competition that year.

Connecticut AIASA/TSA's second year saw more growth, although two chapters were "lost" and did not reaffiliate, seven new chapters were added. The new chapters added. The new chapters added were: Rick Saucier, National President, Dan La Fountain, State President and Ephraim Ricketts, State Vice President attended the New England Industrial Arts Teachers Association Fall Conference in Providence, Rhode Island, to recruit new states and chapters into AIASA/TSA.

The Second Officer Training Course was held in November, 1979. Twenty-one local and state officers attended, learning about AIASA/TSA and the Connecticut Association. The second CCVSO Leadership Development Seminar was held in December with AIASA/TSA having a good representation. The AIASA/TSA State Conference saw a growth of Competitive Events to 15 with the addition of Drafting, Graphic Arts and Eye Safety for the '80'. The Conference events were spread over two days with 179 conference participants attending the Conference at Central Connecticut State College.

The National Conference that year was held in Gatlinberg, Tennessee, and saw a Connecticut delegation of 38 students and five advisors attending. Gatlinberg saw the election of Connecticut's first National Officer when Dan La Fountain was elected AIASA/TSA Vice President. The number of Connecticut AIASA/TSA participants receiving awards also increased with Connecticut AIASA/TSA students winning four trophies and five finalist awards. Connecticut also demonstrated two new competitive events: the AIASA/TSA Creed and the Small Gas Engine Event.

Connecticut AIASA/TSA's third year saw little growth with the number of chapters remaining at 16 although there were additions and deletions of chapters. Membership stood at 363. Dino Fusco was elected Vice President of CCVSO with the CCVSO Conference being held in January, 1980.

Dan La Fountain, National Vice President and Dino Fusco, State President attended the NEIATA Conference in Sturbridge, Massachusettes, to recruit new chapters. Through Connecticut's efforts, two more states became involved in AIASA/TSA - Maine and New Hampshire.

The third annual AIASA/TSA State Conference saw the addition of two more events, Station Symbols and Energy Events. 196 participants were involved with Connecticut AIASA/TSA's third State Conference.

A delegation of 21 students and four advisors from Connecticut AIASA/TSA participated in the third National Conference held in Tulsa, Oklahoma, in June, 1981. Dan LaFountain was elected National Sergeant-at-Arms. Connecticut students received five trophies and ten Finalist Certificates at the Awards Banquet. Five Connecticut chapters attended the Conference along with a delegation of 11 from New Hampshire AIASA/TSA.

Connecticut AIASA/TSA's fourth year saw a growth in chapters from 16 to 25 (list #4). Dan La Fountain, National TSA Sergeant-at-Arms, attended the NEIATA Conference in Killington, Vermont on October 8 - 10, 1981, to work on recruitment of more New England AIASA/TSA chapters. The fall Officers Training Course saw 40 students from 19 chapters participate in the best training conference to date. Dino Fusco, as chairman of CCVSO, ran the third CCVSO Leadership Development Seminar on December 4, 1981 in East Hartford.

The 44th Annual AIAA Conference was held in Hartford, March 22-26, 1982, and saw a large participation by Connecticut AIASA/TSA State Officers and chapter members. A reception was held for the TSA National Officers and a booth was manned by the State Officers over a two day period. AIASA/TSA chapters assisted in a lot of background preparation such as addressing letters, making cast table gifts and making over 4000 buttons promoting the Hartford Conference.

The State Conference was held in May, 1982, and featured 21 competitive events including for the first time - Technical Writing, Advisor of the Year and Industrial Bowl. Our state membership now totaled 27 chapters and 460 members. 42 Connecticut members and advisors attended the National Conference held in Norfolk, Virginia, coming away with eight national trophies.

Connecticut AIASA/TSA continued to prosper and exhibit a leadership role in regional and national activities during the following years. The 1983 State Conference was held April 5 - 6, 210 members from 24 chapters attended the State Conference in East Hartford. On June 15 - 18, 52 members and advisors attended the National Conference in Houston, Texas and won a total of 14 national trophies. A record for AIASA/TSA.

The 1984 State Conference was held on April 3 - 4. The State Conference was attended by 194 members and advisors from 24 chapters. State membership was 500 strong. June 20 - 23 saw 27 students and 11 adults attend the National Conference and brought home five national trophies. In addition Mr Philip Monty advisor of Hall Memorial Chapter is named as the Coordinator of the First National Service Project which took as its goal the raising of funds for the restoration of the Statue of Liberty and Ellis Island.

The 1985 State Conference was held April 9 - 10 at the Ramada Inn in East Hartford and was attended by 24 chapters participating in 20 events. State membership stood at 400. Nationals 1985 conference was held June 30 - July 3 and saw 23 students and eight adults attend the conference in Orlando, Florida, winning seven national trophies and having one heck of a great time!

The 1986 State Conference was held April 8 - 9 at the Ramada Inn in East Hartford. It had 16 chapters represented and over 100 members in attendance. State membership dips to 250. That June saw 11 students and seven advisors attend the National Conference in Wichita, Kansas. The 1987 Hall Memorial Chapter was recognized as raising the most for the National Service Project in the two-year period - a total of $2800 for the Statue of Liberty/Ellis Island.

The 1987 State Conference was held April 7 - 8 in East Hartford. The State Conference had 21 events with 16 chapters and 100 members attending. State membership swelled to 2,100 members. The 1987 National Conference was held in Baton Rouge, Lousiana. Sixteen students and seven adults from Connecticut attended. Three national trophies were won and the distinguished service award was presented to Phil Monty. Mr. Greg Kane was elected to the National Competitive events committee.

The 1988 State Conference was held April 6-7 in East Hartford. There were again, 21 events included in the conference which was attended by 15 chapters. State

membership soared to 7000 in 20 chapters. June 19-23 saw 38 students and 10 advisors attended the 10th Annual National TSA Conference in Downington, Pennsylvania. Three National trophies were won. AIASA/TSA voted to change its name from the American Industrial Arts Student Association to TSA - Technology Student Association.

CONNECTICUT ASSOCIATION OF THE AMERICAN INDUSTRIAL ARTS STUDENT ORGANIZATION
(CT-AIASA)

CONSTITUTION

ARTICLE I - NAME

Section 1. The official name of this organization shall be the "Connecticut Association of the American Industrial Arts Student Association" and may be referred to as "CT-AIASA".

ARTICLE II - PURPOSES

Section 1. The general purposes of this Association are:

(1) To assist local Chapters in the growth and development of AIASA/CT-AIASA;
(2) To assist local Chapters in the development of leadership and citizenship in social, economic, scholastic, and civic activities;
(3) To increase the knowledge and understanding of our industrial technological society;
(4) To assist industrial arts students in the making of informed and meaningful occupational choices.

Section 2. The specific purposes of this Association are:

(1) To develop through group action the ability of members to plan together, organize and carry out worthy activities and projects.
(2) To explore industry and the American industrial civilization.
(3) To promote high standards of craftsmanship, scholarship, and safety.
(4) To provide good leisure time and recreational activities and hobbies.
(5) To encourage students in creative expression.
(6) To develop consumer knowledge in students.
(7) To instill desirable habits and attitudes toward the American way of life in students and foster a deep respect for the dignity of work.
(8) To provide occupational information and instruction pertaining to a broad range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information.
(9) To provide exploratory experiences in shops, laboratories, and observasations in business or industry to acquaint students with jobs in the occupations.
(10) To assist in providing guidance and counseling for students enrolled in Industrial Arts programs in making informed and meaningful choices in selected occupational fields.
(11) To prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs.

The State and Local Chapters shall not have any purpose nor engage in any activity inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Internal Revenue Code of 1954 or any successor provision thereto, and none of these goals shall at any time be deemed or construed to be other than the public benefit purposes and objectives consistent with such educational and charitable status, nor shall the State and Local Chapters adopt goals or engage in any activity inconsistent with the goals and policies of AIASA, Inc.

ARTICLE III - ORGANIZATION

Section 1. The Connecticut Association of American Industrial Arts Student Association is an organization of local chapters, each operating in accordance with a charter granted by CT-AIASA, in affiliation with AIASA, Inc.

Section 2. Each local chapter of CT-AIASA will be responsible for all operational activities within that chapter under the direction of the local chapter advisor(s), a certified Industrial Arts instructor.

Section 3. The administration of CT-AIASA interests will be vested in the Board of Directors of CT-AIASA/AIASA, Inc.

Section 4. The Executive Committee, which will consist of all present State Officers, past president (non-voting) and State Advisor will be responsible for the daily operation of CT-AIASA.

Section 5. A local chapter may be chartered as a member of CT-AIASA, upon approval of the Executive Committee and the Board of Directors.

Section 6. The chapters shall adopt a set of bylaws consistent with this Constitution, which sall include the powers and duties of chapter officers, elections procedures, meetings of the chapter and any other provisions necessary for the orderly administration of the chapter.

Section 7. In the event of dissolution, the net assests of CT-AIASA after payment of debts, will revert to the Connecticut Industrial Arts Association, a tax exempt organization operating in the State of Connecticut.

Section 8. The Board of Directors shall consist of interested school, community, business and industry leaders as appointed by the State Advisor and approved by the Executive Committee, as well as the CT-AIASA President, immediate CT-AIASA Past President, the State Advisor and 2 local Advisors. Each member of the Board of Directors will serve a 2 year term with the exception of the State Advisor and the CT-AIASA President. All Board of Director members can be reappointed to consecutive terms.

ARTICLE IV - MEMBERSHIP

Section 1. Membership in CT-AIASA shall be through chartered local chapters. A chapter will consist of CT-AIASA members within a school district and/or regional school district.

Section 2. All members of the local chapter must be members of the State and National Organizations to qualify for a charter.

Section 3. Membership eligibility will be governed by AIASA and the state association. Members shall be recognized as active members, associate members, alumni members, professional members, or honorary/honorary life members.

Section 4. Active members shall be students who are presently enrolled in industrial arts programs. An active member shall pay dues and may be eligible to

hold a state office, to participate in state competitive events or projects, to serve as a state voting delegate, or to otherwise represent their local chapters in state affairs as may be approved by their local chapters.

Section 5. Associate members shall be students who are enrolled in related fields of instruction with emphasis in industrial arts or who have been previously enrolled in industrial arts programs. An associate member shall pay dues. Associate members shall not have the right to vote or hold office.

Section 6. Alumni members shall consist of those individuals who have completed an industrial arts program. Alumni members shall have been a former active or associate CT-AIASA member who has graduated from or left school. Alumni members shall not have the right to vote or hold office.

Section 7. Professional members are those persons engaged in education, business and industry who have an interest in CT-AIASA and in the welfare of industrial arts education. Professional members shall not have the right to vote or hold office.

Section 8. Honorary/Honorary life members may be individuals who have made or are making contributions to the advancement of industrial arts, as may be approved by the CT-AIASA Executive Committee and voted on at the annual CT-AIASA business meeting. Honorary/Honorary life members shall be exempt from annual dues.

Section 9. Annual membership dues shall be as determined by the Executive Committee of CT-AIASA. The membership year shall be from September 1 to August 31.

ARTICLE V - MEETINGS

Section 1. A state CT-AIASA conference will be held each year in the spring with the time and place to be designated by the CT-AIASA Executive Committee.

Section 2. Parliamentary procedure for all meetings of CT-AIASA will be governed by Robert's Rules of Order, Newly Revised.

Section 3. In the interim between annual state conferences, the Executive Committee will conduct the daily operation of CT-AIASA. The Board of Director shall serve as the administration element to approve any business transacted by state association.

ARTICLE VI - VOTING

Section 1. CT-AIASA members shall exercise their franchise through voting delegates at the annual business meeting, which will take place at the State Conference.

Section 2. Each local chapter shall elect delegates who shall be considered voting delegates at the annual State Conference Business Meeting. The number of delegates shall be determined as provided in the Bylaws.

Section 3. The number of voting delegates to the national conference shall be variable with the directives of the National Constitution. The number of alternates shall be the same as the number of delegates. The President of the Connecticut Association (CT-AIASA) is automatically a voting delegate.

ARTICLE VII - STATE OFFICERS

Section 1. Officers of CT-AIASA shall be elected by a majority vote of the voting delegates at the annual Business Meeting at the State Conference and will consist of President, Vice President, Secretary, Sergeant-at-Arms, Treasurer and Reporter as described in the Bylaws.

Section 2. Individuals elected as state officers at the annual meeting will assume office on July 1 of the year in which elected. Term of office shall be July 1 - June 30.

ARTICLE VIII - LOCAL CHAPTER ORGANIZATION

Section 1. The local chapters of CT-AIASA shall institute the area concept of organization. The instructional area of Industrial Arts, shall include drafting, wood technology, metal technology, plastics technology, industrial ceramics, graphic arts, power technology, electricty electonics, general shop, and any other appropriate Industrial Arts area available in the local chapter's school. All areas will be part of one CT-AIASA chapter per school.

Section 2. To be considered a local chapter, there must be at least ten members participating, having paid state and national dues.

Section 3. Each chapter will have an executive committee comprised of the following: President, Vice President, Treasurer, Secretary, Reporter, and Sergeant-at-Arms and any other office deemed necessary by the local chapter. In addition, every chapter will have a minimum of one representative from each instructional area. The voting power of these representatives shall be established on the basis of one vote per person in each instructional area.

ARTICLE IX - FINANCES

Section 1. Local chapters will be responsible for state and national dues as determined by the Executive Committee of CT-AIASA/AIASA, Inc. All dues shall be payable to the AIASA State Fiscal Agent through the State Advisor. The State Advisor shall determine the dues deadline date annually.

Section 2. The CT-AIASA Executive Committee will manage CT-AIASA finances, with the Board of Directors approval, and will furnish an annual report to each chartered local and AIASA, Inc.

Section 3. No part of the net earnings of a chapter or the Association shall inure to the benefit of any member, sponsor, donor, creater, director, officer, employee, or any other private individual or to the benefit of any corporation or organization, any part of the net earnings of which inure to the benefit of any private individuals; providing, this shall not prevent payment of reasonable compensation for services actually rendered the Association effecting its goals.

The Chapter shall not divert any part of its income or corpus to any member, sponsor, donor, creator, director, officer or employee; by lending any part of its income or corpus with receipt of adequate security and a reasonable rate of interest; by paying any compensation in excess of any reasonable allowance salaries or other compensation for personal services actually rendered; by making any purchase of security or other property for more than adequate consideration for money or money's worth; by selling any substantial part of its securities or other property for less than adequate consideration for money or money's worth; or by engaging in any other transaction which may directly or indirectly, result in such diversion of its income or corpus.

Section 4. The state and local chapters shall not use any income for purposes other than the objects in this Constitution set forth or invest any income in any manner which might jeopardize the fulfillment or carrying out of its objects. The state and local chapters shall not devote a substantial portion of those activities in carrying out propaganda or otherwise attempting to influence legislation, and in no event shall the chapters engage in any legislative activities other than those in direct furtherance of the Chapters standard objectives.

ARTICLE X - EMBLEM AND COLORS

Section 1. The emblem is a shield with a gear blank (located in the center of the lower 4/5th of the shield), with a lightning bolt, framing square, triangle and mallet located in the center of the gear blank. In the immediate outer circumference of the gear blank located in the upper half is AIASA with INDUSTRIAL ARTS reading from left to right in the lower half of the gear. The shield bearing an Uncle Sam design with blue horizontally across the top 1/5th, bearing the word CONNECTICUT. Alternating red and white stripes placed vertically but not through the gear blank covers the bottom 4/5th of the shield. A white border is around the entire outer edge. The gear blank, AIASA, INDUSTRIAL ARTS, and mallet handle are blue. A blue border outlines the framing square and triangle with the lightning bolt and mallet head in red.

Section 2. The colors of AIASA shall be scarlet (red), white and navy blue.

ARTICLE XI - CREED AND MOTTO

Section 1. The motto of the Connecticut Association of the American Industrial Arts Student Association will be: "Learning to Live in a Technical World".

Section 2. The Creed of the Connecticut Association of the American Industrial Arts Student Association will be the same as the National TSA Creed.

ARTICLE XII - AMENDMENTS

Section 1. To amend this constitution, a proposed amendment must be submitted in writing by the chartered chapter proposing the amendment to the CT-AIASA President, ninety (90) days prior to the annual meeting.

Section 2. The President of CT-AIASA must notify in writing the chartered local chapters and state officers of the proposed amendment at least sixty (60) days prior to the annual meeting.

Section 3. The proposed amendment must be considered and approved for ratification by a three-fourth majority of the voting delegates present at the annual meeting.

Section 4. Each chartered local chapter will be entitled to one vote for each local chapter officer present (maximum 6) plus two additional delegates, for a total of not more than eight delegates.

Section 5. The President of CT-AIASA must notify in writing the chartered local chapters of the ratified amendment within sixty (60) days of the annual meeting.

Section 6. The ratified amendment will become effective sixty (60) days after the annual meeting at which the amendment was adopted unless a different time period is stipulated in the amendment.

Section 7. This Constitution will follow and conform to the National TSA Constitution to the best of its abilities.

Section 8. No rules, regulations, bylaws, or amendments shall be adapted which are contrary to the purposes of CT-AIASA/TSA.

APPENDIX

CONNECTICUT ASSOCIATION OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
(CT-AIASA)

BYLAWS

ARTICLE I - RULES, REGULATIONS AND POLICIES

Section 1. To implement the constitution of the Connecticut Association of the American Industrial Arts Student Association, the following rules, regulations and policies are to be administered by the CT-AIASA Board of Directors, the local CT-AIASA Chapters and the members of CT-AIASA.

ARTICLE II - MEMBERSHIP

Section 1. CT-AIASA will recognize individual membership only through chartered local chapters.

Section 2. Membership eligibility will be governed by CT-AIASA in accordance with AIASA and the local chapters. Members shall be recognized as active members, associate members, alumni members, professional members, and/or honorary/honorary life members.

Section 3. Active members shall be students who are presently enrolled in Industrial Arts programs. An active member shall pay dues and may be declared eligible to hold a state office, to participate in state competitive events or projects, to serve as a state and/or a national voting delegate, or to otherwise represent their chapter in CT-AIASA affairs as may be approved by their local chapter.

Section 4. Associate members shall be students who are enrolled in or have been previously enrolled in related fields of instruction with emphasis in Industrial Arts. An associate member shall pay dues. Associate members shall not have the right to vote or hold office.

Section 5. Alumni members shall consist of those individuals who have completed an Industrial Arts program and have been a former active or associate CT-AIASA member, and who have graduated from or left school. Alumni members shall not have the right to vote or hold office.

Section 6. Professional members are those persons engaged in education, business and industry who have an interest in CT-AIASA and in the welfare of Industrial Arts Education. Professional members shall not have the right to vote or hold office.

Section 7. Honorary/Honorary Life Members may be individuals who have made or are making contributions to the advancement of Industrial Arts as may be approved by the CT-AIASA Executive Committee, and shall be exempt from annual dues. Such membership will be constituted as the highest attainable in CT-AIASA.

BYLAWS CHANGE - ARTICLE IV, SECTION I PASSED AT THE ANNUAL BUSINESS MEETING ON 4/4/81

Section 8. Annual membership dues shall be as determined by the Executive Committee of CT-AIASA and approved by the Board of Directors of CT-AIASA. The membership year shall be September 1 to August 31.

ARTICLE III - THE CT-AIASA ADVISOR

Section 1. The CT-AIASA Advisor(s) shall be a certified Industrial Arts teacher(s).

Section 2. The CT-AIASA Advisor(s) shall be exempt from annual dues.

ARTICLE IV - VOTING DELEGATES

Section 1. Member chapters of CT-AIASA will exercise their voting privileges through voting delegates at the annual meeting of CT-AIASA.

Section 2. Each chartered chapter will be entitled to one vote for each local officer represented (maximum six), plus two additional delegates for a total of not more than eight delegates.

Section 3. Each delegate is entitled to one vote and must be present to register it. Each chapter is entitled to one alternate voting delegate.

Section 4. To be eligible, a list of delegates, one alternate voting delegate, and other conference participants must be forwarded to the State CT-AIASA Advisor no later than twenty days prior to the annual state conference.

Section 5. Delegates to the annual state conference are vested with the authority to elect the officials of the state CT-AIASA Executive Committee; to revise, amend or abolish the Constitutions and/or Bylaws; or to transact any and such other business in conformity with the Constitution and Bylaws of CT-AIASA.

ARTICLE V - STATE OFFICERS

Section 1. The State Officers of CT-AIASA shall consist of a President, Vice President, Secretary, Sergeant-at-Arms, Reporter, and a Treasurer. These state officers, along with the CT-AIASA state advisor and State Fiscal Agent, will be known collectively as the Executive Committee of CT-AIASA.

Section 2. Only active members of CT-AIASA will be eligible for a state office. To be eligible for a state office, a candidate must be holding or have held an elected chartered chapter office. Students elected as state officers at the annual meeting may not hold a local chapter office concurrently with their terms as state officers.

Section 3. The Executive Committee with the approval of the Board of Directors will appoint a State Fiscal Agent at the Annual Business Meeting of the Association.

Section 4. No individual may be elected to more than one term as a state officer in the same office.

Section 5. The State CT-AIASA President shall appoint a credentials committee to review all state officer candidates and their qualifications and will submit to the voting delegates a slate of all candidates declared eligible for each state office. There will be no additional nominations from the floor. All state officers shall be elected by a majority vote of all the voting delegates.

Section 6. All candidates for a State Office shall be required to submit the official State Officer Candidate form. In addition, all State Officer Candidates will be required to take the State Officer Examination.

Section 7. Candidates for State Office must file their candidacy for office with the State CT-AIASA Advisor not later than 30 calendar days prior to the date of the Annual State Conference.

Section 8. Although the State Officer Candidate Form will require that the Candidate indicate which office he or she is attempting to secure, the credentials committee may request that the candidate change officer preference. The candidate may decline the suggestion of the credentials committee.

Section 9. Each school sponsoring a CT-AIASA chapter may nominate and run two candidates, one for each of any two different offices. A chapter may have two State CT-AIASA Officers so elected.

Section 10. Other nomination and election procedures shall be established by the State CT-AIASA Advisor and the CT-AIASA Board of Directors.

Section 11. The Executive Committee may fill by appointment any vacancy occurring in the state officers for the unexpired term, except the office of President, which shall be filled by the Vice President.

ARTICLE VI - DUTIES OF STATE OFFICERS

Section 1. President: It shall be the duty of the President of CT-AIASA to preside at all meetings; to make necessary committee appointments including the designation of the committee chairperson; to develop with the Executive Committee a program of work for their term of office; to appoint a Parliamentarian at each meeting; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA. The President shall also serve as a liaison to the Connecticut Council of Student Vocational Organizations (CCSVO).

Section 2. Vice President: It shall be the duty of the Vice President to serve in any capacity as directed by the President; to accept the responsibility of the President as occasion may demand; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA. The Vice President shall serve as the Chairperson of the Annual CT-AIASA State Conference.

Section 3. Secretary: It shall be the duty of the Secretary to serve in any capacity as directed by the President; to record proceedings of all meetings; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA.

Section 4. Sergeant-at-Arms: It shall be the duty of the Sergeant-at-Arms to serve in any capacity as directed by the President; to assist in the preparation and control of the meeting place; in the event a Parliamentarian is not appointed by the President, to assist in the conducting of all meetings according to parliamentary procedures as set forth by Robert's Rules of Order, Newly Revised; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA.

Section 5. Reporter: It shall be the duty of the Reporter to serve at any capacity as directed by the President; to accumulate and keep up to date information on the history of the association; to prepare articles for publication in AIASA publications, professional magazines and journals, newspapers and other news media; to contact other association members concerning news items for publication; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA.

Section 6. Treasurer: It shall be the duty of the Treasurer to serve in any capacity as directed by the President; to assist in the preparation and control of the meeting place; and to make themselves available, as necessary, in promoting the general welfare of CT-AIASA.

ARTICLE VII - DUTIES OF THE STATE FISCAL AGENT

Section 1. It shall be the duty of the State Fiscal Agent to keep records of CT-AIASA Finances as necessary and to keep records of membership totals. The Fiscal Agent will make the record available when necessary.

Section 2. It shall be the duty of the State Fiscal Agent to receive and deposit all funds of CT-AIASA and to draw upon these funds to pay all encumbrances of CT-AIASA, as approved by the CT-AIASA President and State Advisor.

ARTICLE VIII - DUTIES AND RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE

Section 1. The CT-AIASA Executive Committee shall consist of State President, Vice President, Secretary, Sergeant-at-Arms, Reporter, Treasurer, State Fiscal Agent, and the State CT-AIASA Advisor.

Section 2. It shall be the duty of the State Fiscal Agent to receive and deposit all funds of CT-AIASA and to draw upon these funds to pay all encumbrances of CT-AIASA, as approved by the CT-AIASA President and State Advisor.

ARTICLE VIII - DUTIES AND RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE

Section 1. The CT-AIASA Executive Committee shall consist of State President, Vice President, Secretary, Sergeant-at-Arms, Reporter, Treasurer, State Fiscal Agent, and the State CT-AIASA Advisor.

Section 2. The powers and duties of the Executive Committee shall extend to and include, in addition to authority otherwise vested herein, authority as follows:

A. To conduct business in an efficient fashion pertaining to the members of CT-AIASA.

B. To issue charters to local chapters who have properly fulfilled petitioning requirements.
C. To prepare and submit to local chapters appropriate membership cards, applications for membership and certificates of membership.
D. To call special meetings and conferences subject to the approval of the Board of Directors.
E. To revoke, upon the approval of the Board of Directors, the charter of any local chapter when said local chapter is found guilty of violating the provisions of this constitution, or any edict resolution directive of this State Association.
F. To assist in the development and administration of the Annual CT-AIASA State Conference.
G. To design, prepare, and execute a yearly Program of Work aimed at providing leadership and direction for CT-AIASA.
H. To acquire, improve, maintain, and direct all properties deemed necessary for the improvement and welfare of CT-AIASA.

ARTICLE IX - PAYMENT OF DUES

Section 1. Payment of Dues are due to the State Fiscal Agent through the State Advisor 15 days before the State Advisor must submit the chapter application and dues to AIASA, Inc.

ARTICLE X - COMMITTEES

Section 1. The CT-AIASA Executive Committee shall have the power to appoint members to standing and temporary committees designed to serve the State Association.

Section 2. Standing committees, consisting of three or more members, shall be appointed each year by the State Executive Committee. All CT-AIASA members, Board of Directors, Chapter Advisors and Executive Committee members are eligible to serve on standing committees. These committees are as follows:

Credentials Committee
Program of Work Committee
Awards Committee
State Conference Planning Committee
Evaluation Committee
Competitive Events Committee

Section 3. The CT-AIASA Executive Committee shall have the power to appoint or establish any and all other special committees as needed. These committees shall last for one year unless otherwise noted at the time of their formation.

ARTICLE XI - FUNDS AND AUDIT

Section 1. All funds received by CT-AIASA shall be handled by the State Fiscal Agent and deposited in the bank to be selected by the Executive Committee of CT-AIASA. All funds shall be disbursed by check with the approval of the CT-AIASA President and State CT-AIASA Advisor.

Section 2. The accounts of the State Association shall be audited each year and a financial report shall be prepared in detail for the Executive Committee and Board of Directors of CT-AIASA.

ARTICLE XII - CODE OF ETHICS

Section 1. State CT-AIASA functions sanctioned by the Board of Directors and the Executive Committee shall come under the scrutiny of the State CT-AIASA Code of Ethics.

This Code is directed towards providing responsibility regarding standards of discipline of CT-AIASA members during all sanctioned State CT-AIASA functions. The Code shall include these provisions:

A. Any damages to any property or furnishings in hotels, schools, private buildings or grounds must be paid by the individual and chapter responsible.
B. CT-AIASA members attending State functions shall keep their Advisors informed of their whereabouts at all times.
C. CT-AIASA members participating in any State functions should be on time and prepared for all activities.
D. CT-AIASA members participating in any State functions should be financially prepared for all incurred debts.
E. When utilizing housing facilities, CT-AIASA members will be registered at a specific room for the duration of the function.
F. State CT-AIASA functions shall be limited to pre-registered participants only, unless specified otherwise.
G. Illegal narcotics in any form shall not be possessed by CT-AIASA members under any circumstances at any official CT-AIASA function.
H. Alcohol shall not be present or consumed at any official CT-AIASA functions.
I. Chapter Advisors will be responsible for the conduct of CT-AIASA members in their charge.
J. Local chapters may impose more stringent policies of conduct at their discretion.
K. All CT-AIASA members participating in a sanctioned State function shall adhere to specified dress regulations indicated for various functions.

Section 2. Failure to adhere to these directives may result in (1) suspension of Local Chapter Charters, (2) disqualification of local Chapter or Specified Chapter members from competition and/or state officer candidacy, (3) legal action, should the situation warrant such consequences.

ARTICLE XIII - AMENDMENTS

Section 1. (1) To amend these Bylaws, the proposed amendment(s) must be presented in writing by the chartered local chapter proposing the amendment(s) nineyy (90) days prior to the annual meeting. (2) The President must then present the proposed amendment, together with the actions recommended by the Executive Committee, to the Board of Directors of CT-AIASA. (3) If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual meeting of CT-AIASA and may be adopted by two-thirds majority

approval of the voting delegates present at this annual meeting. (4) If adopted, the amendment will take effect sixty (60) days after the annual meeting in which it is presented for approval, unless otherwise stipulated in the amendment.

Section 2. No rules, regulations, bylaws or amendments shall be adopted which are contrary to the purposes of CT/AIASA/AIASA.

APPENDIX

AIASA SUPPLIES

At present, material and supplies can be obtained from one or more of three major sources:

1. State AIASA/TSA Advisor
   State Department of Education
   25 Industrial Park Road
   Middletown, CT 06457
   Phone: 638-4066

The State Advisor can supply the materials needed to start a Chapter. You can obtain the following materials upon request.

   A. Latest TSA Chapter Handbook - Excellent source starting a Chapter.

   B. CT-AIASA/TSA Pamphlets - To handout to student's parents and the community.

   C. CT-AIASA/TSA Curriculum Guide - This is a manual with material relevant to Connecticut AIASA/TSA.

   D. "AIASA: A Technical World" - Video for loan to Chapter to help start and promote AIASA/TSA.

   E. CT-AIASA/TSA Competitive Events Guide - This guide provides information, rules on all the latest Connecticut Competitive Events.

   F. Update Chapter List - Shows all current AIASA/TSA Chapters and their school, address and Advisor.

2. TSA National Office
   1914 Association Drive
   Reston, VA 22091
   Phone: (703)-860-9000

The National Office has a list of materials it publishes and sends out each year - See List.

3. Balfour Supply Service
   11722 Parktown Drive
   Rockville, MD 20852

Balfour Supply Service carries such supply items as officer pins, AIASA/TSA notebooks, chapter banners, Certificates of Appreciation and Achievement, AIASA/TSA pennants, decals, as well as AIASA/TSA blazers and shirts.

These can be ordered on a purchase order or by check. Balfour does not accept phone orders.

APPENDIX #1

"A CLASSROOM EXPERIENCE"

This professionally prepared and produced slide/cassette tape presentation demonstrates the effectiveness of TSA activities as an integral part of every Industrial Arts/Technology Education Program. Especially designed for the IA/technology education teacher that is interested in learning more about TSA and how it can be used as a teaching tool. Also great for the existing TSA Chapter!

ADVISOR UPDATE

Monthly newsletter aimed at Chapter and State Advisors to keep members abreast of TSA activites and happenings. This informative publication provides useful date on Chapter, State Association and National goals and accomplishments. Great for promoting the work of TSA!

"AIASA: A TECHNICAL WORLD"

At last an AIASA/TSA video-tape is available! This excellent promotional piece contains footage of the 1986 TSA National Conference. The tape covers the realm of AIASA/TSA activities and is the perfect tool for promoting your membership.

AIASA Constitution/Bylaws

The official TSA Constitution and Bylaws provide excellent reference resources for all TSA Chapters in their initial Chapter organization or their re-organization. Highlights include TSA purpose, membership classifications, organizational structure, National Officer eligibility, and voting privileges.

AIASA CREED

This enhanced copy of the TSA Creed is perfect for framing and displaying in the classroom or laboratory. Printed on parchment.

AIASA LOGO ART

A perfect Chapter aid for promoting the activities and benefits of a TSA Chapter. This attractive and colorful poster is excellent for classroom, laboratory and school display. It measures 17" x 22" and could prove useful in recruitment efforts for both an TSA Chapter and the Industrial Arts/Technology Education Program.

AIASA TRANSPARENCY MASTERS

"Introducing TSA" is a presentation consisting of 20 masters for producing transparencies/information sheets. Separate topics are presented so that illustrative materials can be used to emphasize specific points during a presentation. Whether used as an orientation series or in segments while explaining the organization, these masters will produce excellent visual aids for almost any audience.

COMPETITIVE EVENTS GUIDELINES

Newly revised in 1985 and including a 1988 update, this national publication is required reading by all TSA Chapter members and advisors for preparing to enter TSA's National Competitive Events program. All National Competitive Events are defined, giving specific requirements and judges' rating criteria.

COMPETITIVE EVENTS OVERVIEW

The Competitive Events Overview is an excellent publication for potential students, teachers and sponsors to gain insight into the basis and purpose of the TSA Competitive Events Program.

PUBLIC RELATIONS BOOKLET

The newly revised Public Relations Booklet is a must for chapters to promote activities and membership throughout the school and community. Use of this publiction provides guidance especially directed toward your chapter reporter. Create better press releases and newsletters.

SCHOOL SCENE

The official TSA newsletter that is published quarterly. Current issues will be supplied. An excellent aid to share with new members and/or potential members. Great tool for instruction!

APPENDICIES

AIASA CURRICULUM GUIDE REFERENCE MATERIAL

AVAILABLE THROUGH THE STATE ADVISOR

Advisor's Handbook - Guide #3 - 1983 - 2 Pages
Includes section on organizing a school chapter on leadership development, meeting procedures, committee, and conference participation. Virginia.

Advisor's Planning Book - 1987 - 81 Pages
This book outlines step-by-step procedures to integrate AIASA into your Industrial Arts/Technology program. New Hampshire.

AIASA Chapter Handbook - 1984 - 67 Pages
The handbook is designed to provide a chapter with all the information needed to start and run an AIASA program. National AIASA.

AIASA Guide - Industrial Arts Curriculum Guide - 1982 - 163 Pages
This advisor's handbook is designed to help new and "old" advisors make AIASA an integral part of their Industrial Arts Program. Connecticut.

AIASA Guide for Industrial Arts Programs - 1981 - 20 Pages
This contains the "standards" developed for Industrial Arts Programs. National AIASA.

AIASA Members Guide - 1985
Guide for individual chapter members. National AIASA.

AIASA Student Handbook - 1979
Provides general facts and operational information to AIASA members. National AIASA (no longer available, replace by AIASA Chapter Handbook).

Annual Program of AIASA Activites - 1981 - 27 Pages
This guide is a road map which shows the major events to be included in AIASA each year. Virginia.

CT-AIASA Officer Handbook - 1986 - 64 Pages
Includes four major sections: Self-Concept, Group Techniques, Meeting People, Appearance and Etiquette, Communication, Time Management and Responsibility, and Human Relations. Connecticut.

Competitive Events Guidelines
List the rules and regulations for all the National Competitive Events. National AIASA.

Georgia Student Association Handbook - 1981
The handbook is designed to assist local chapters in providing more effective chapter programs. Georgia.

Organizing the Industrial Arts Student Association - Guide #1 - 1980 - 64 Pages
Aid to Chapters and Advisors in planning, organizing and providing AIASA activities for all students. Virginia.

Promotional Brochures
Connecticut Brochures - Produced Summer of 1987.

NATIONAL BROCHURES

Standards for Technology Eduction Programs - 1985 - 64 Pages
Accepted standards to access a comprehensive technology education program. AIASA standards are included. ITEA.

Student Association Activities in Industrial Arts Instruction - 1979 - 56 Pages
This guide shows Industrial Art teachers how to use AIASA activities to teach Industrial Arts content of any course. Virginia.

Teaching Technology Through the Technology Student Association - Activities Guide - 1987 - 59 Pages
Illustrates how to use association activites as teaching tools. Virginia.

The above was used as reference to complete this guide. Some are excellent sources of additional, more detailed information. It is impossible to include all the information about CT-AIASA and AIASA that would be helpful to a chapter. We have included those sections and materials which we, as a committee, thought most helpful. If you would like to borrow any of the above materials, please contact the State Advisor.

List #1

Connecticut Industrial Arts Student Association Chapter 1978

Chapter No.	School / Town	Advisor
1	RHAM Junior High School / Hebron	Phil Monty Bill Turner
2	O'Brien Middle School / East Hartford	Elsie Haworth
3	Fox Middle School / Hartford	Yusuf Sivjee
4	Lyman Hall High School / Wallingford	Jim Shadish Jerry Gintoff
5	Carrigan Middle School / West Haven	Ed Makuck
6	Hamden High School / Hamden	Thomas Penna George Rigoulot
7	Hartford Public High School / Hartford	Wally Harper
8	RHAM High School / Hebron	John Dudek Dave Erlandson
9	Sheriden Middle School / New Haven	Thomas J. Cama